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ABSTRACT

In its two years of operation, the Adult Cuban Immigrant Project served over 538 Cuban entrants in its prevocational English-as-a-second-language (ESL) program. The prevocational curriculum is a competency-based program that is designed to help students learn English in the context of life-coping skills and job-searching skills. Included in the instructional component of the program are the following processes: assessment, diagnosis, prescription, instruction, and disengagement. As a result of the outreach component of the project, 337 students were referred to outside agencies for help with housing, food, and clothing. In addition, 72 percent of the project participants either found a job, upgraded their present job, or obtained vocational training. Furthermore, project staff documented that 148 of the students were removed from public assistance. (A companion volume to this project report contains the teacher materials, volunteer training materials, timetables, forms, evaluation instruments, course outlines, publicity materials, pretests and posttests, and teacher training materials that were developed during the project.) (MN)

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ADULT CUBAN IMMIGRANT PROJECT

ADULT EDUCATION SECTION
POST-SECONDARY VOCATIONAL ADULT
AND COMMUNITY EDUCATION DEPARTMENT
ORANGE COUNTY PUBLIC SCHOOLS
ORLANDO, FLORIDA

FINAL REPORT OF THE ADULT CUBAN IMMIGRANT PROJECT

Carolina MacNaughton
Administrator

UNITED STATES DEPARTMENT OF EDUCATION
CONTRACT NUMBER-300-81-1444
MAY, 1981 - JUNE, 1983

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ACKNOWLEDGMENTS

Sincerest appreciation is extended to the staff of the Project who dedicated a great amount of time and personal efforts in making this Project a successful one.

The Occupational Specialists: Wilfredo Medero, Otto Meruelo and Joe Rivera provided valuable information, and helped review this final report.

Olga E. Marquez, the Outreach Worker, compiled the results of the remaining needs survey, the final tests scores, and coordinated the total outreach program. Olga Borrero, the secretary, should be recognized for the patience that she showed in typing the numerous drafts of this report.

Carolina Mac Naughton (Nurik)
Administrator

EXECUTIVE SUMMARY

The Adult Cuban Immigrant Project, in its two years of operation, served over 538 Cuban entrants in its prevocational ESL program.

The Project led a very successful outreach component, which made over 2,000 contacts and identified eight hundred and seventy-six adult entrants living in our service area. The component was organized using six month strategy plans and monthly focus activities. Three hundred and thirty-seven students were referred to outside agencies which helped them with housing, food and clothing. In addition to door-to-door canvassing, this component aided in the distribution of publicity, radio talk shows and contacts with interested community members.

The instructional component is divided into several processes: assessment, diagnosis, prescription instruction and disengagement.

Improvement in life coping skills and in English language competencies demonstrate the success of this component. In oral English,the average student improved 13 points on an interview. On the written grammar tests, 41% of the students who took the test improved one level, 18% two levels, 21% three levels and 10%, four levels. Taking into account that the average reading level in Spanish for 21% of our students was at the 5.5 grade level, these students made dramatic educational improvements. In our life skills presentations,which were used to cover areas of need that our curriculum did not directly address, we again noted considerable progress. Percentages of improvement indicate the progress in each area: Car accidents 48.6%, Rights of the Tenants 36.8%, Rights of the Arrested 49.4%, Income Tax 71.8%, Child Care 34%, and Health Services 52.6%.

The Project's prevocational ESL Curriculum is competency based and aided the students in learning English in the context of life coping skills

and job search skills. The final report describes the curriculum, the teaching methodology, the materials and special courses and materials for Vocational ESL that were developed. Also described is the role of the Occupational Specialist as a counselor, work skills presentor, and job developer.

As a result of Project activities, 72% of the participants either found a job upgraded their job or obtained vocational training. The Project personnel documented that 148 of our students were removed from public assistance. (We can't assume that all 538 participants were on assistance.)

Numerous community agencies aided the Project by referring students to our classes. Private businesses (Latin radio stations, newspapers and markets) provided space or free air time for the promotion of our Project classes. In addition, the Project produced a bilingual community guide in which seventy-five agencies were listed as being capable or willing to deal with Cuban entrants. The Job/ Career Directory for Cuban Immigrants, our last publication, lists the areas in which our students were employed and the types of training needed.

The Project conducted a remaining needs interview which was based on the areas of needs that the participants had checked on the coping skills inventory. For the purpose of comparison, non-students and students were interviewed. Some interesting facts are: the students had and 81% employment rate versus 55% for non-students; non-students had more problems at work (78% as compared with 38% for students). The most important problem that all respondents had, was not knowing enough English. Areas of remaining needs cited by both non-students and students were: need to learn more English and secure vocational training.

The final report details all of the Project components, publications and progress in English, employment, life skills and vocational training.

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ADULT CUBAN IMMIGRANT PROJECT

SCHOOL BOARD OF ORANGE COUNTY, FLORIDA

INTRODUCTION

Under the provisions of section 318 of the Adult Education Act (Public Law 91-230) and consistent with the provisions of RFP number 81-9, the U. S. Department of Education (ED) granted the School Board of Orange County, Florida (OCPS) $417,682. to conduct the "Adult Cuban Immigrant Project". The project enabled adult Cuban immigrants to acquire basic skills necessary to function in and become productive members of U. S. Society. The Project was initiated on April 4, 1981 and terminated June 30, 1983 under contract number 300-81-0144.

The proposal was OCPS initiative to respond to a significant local situation which had emanated from a national problem. The ED's R.F.P. #81-9 provided a mechanism to gain funds to support strategies to address this problem.

This document comprises the final report for the project. It complies with the ED's requirement and format for a final summative evaluation and report. Further, it comprehensively presents major accomplishments of the project; the project design; strategies used; the nature of curriculum and instruction; and project administration and leadership.

Background and Need for the Project

The project was designed to address the social, occupational and educational needs of those adult Cuban immigrants in Orange County, Florida who had entered the U. S. during the "Mariel exodus" from Cuba. Based on figures supplied by the Cuban Resettlement Center and also those extrapolated by district personnel based on the numbers of Cuban children enrolled, it was estimated that over 1400 adult Cuban

immigrants had relocated to Orange County since August, 1979.

It was discerned that most of the Cuban immigrants spoke only Spanish, lacked occupational skills, and demonstrated educational achievement at or below the sixth grade level. They were also in need of special instruction in consumer economics, the use of community resources, understanding government and law, and understanding parent-child relationships in the new culture. Most were unskilled. In addition to the need for English language skills, they were in need of prevocational training to acquaint them with the American workplace, especially the employment environment in Orange County. Many were also in need of work evaluation to identify their potential occupational skills.

Major Tasks

The major tasks for this project were prescribed in the original work statement set forth in R.F.P. #81-9. These were:

1. Provide outreach activities and publicize the project to attract those adult Cuban immigrants who are in need of basic educational and occupational skills.
2. Perform an assessment of the educational, occupational and related needs of the adult Cuban immigrant population participating in the project.
3. Provide intensive individualized and group instruction in literacy and life skills in the English language.
4. Provide basic educational instruction in the context of the occupational and life goals of project participants.
5. Establish linkages between the basic instructional program and other programs and activities designed to foster the development of occupational and related skills.

Short-range program management objectives were established to compliment and facilitate each of these tasks.

PROJECT SETTING

Geographical Area

Orange County, Florida is located in the middle of the state. Orlando is the major city and was the primary location of project activities.

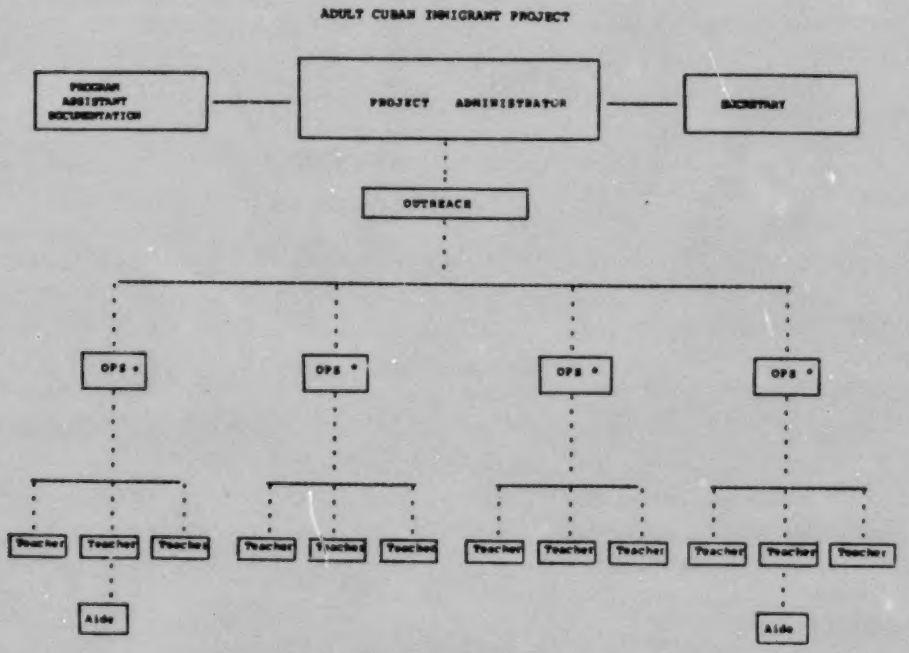
Since, 1970, the Orlando area has experienced the second largest percentage growth in population nationwide. Population increased 41% -- from 453,270 in 1970 to 640,475 in 1979. The central location, mild weather and economic growth have helped make Orlando one of the fastest growing communities in the United States. Some of the major employers include Martin Marietta Corporation, Sea World, Orlando International Airport, Walt Disney World and the Naval Training Center. Indicators suggest that Orlando will continue its current expansion, providing many growth opportunities in the private and public sectors.

Description of Orange County Public School System

The Orange County Public School System was created in December, 1869. By 1979, the district had grown to become the twenty-eighth largest school district in the United States with 106 fulltime schools, over 84,000 students and 4,500 instructional personnel. Working within the framework of a 205 million dollar budget, the Orange County School district today is designed to serve the educational needs and interests of its citizens in preschool through post-secondary programs, as well as serving exceptional education students with handicaps or special learning needs. Orange County offers programs for deaf and blind students and operates a school for physically handicapped students, one school for training mentally retarded children and two schools that deal with learning disabled, emotionally disturbed or autistic students and preschoolers. The district's adult education program, which includes adult vocational, adult basic education, and an adult reading academy served over 80,000 registrants in 1979-1980.

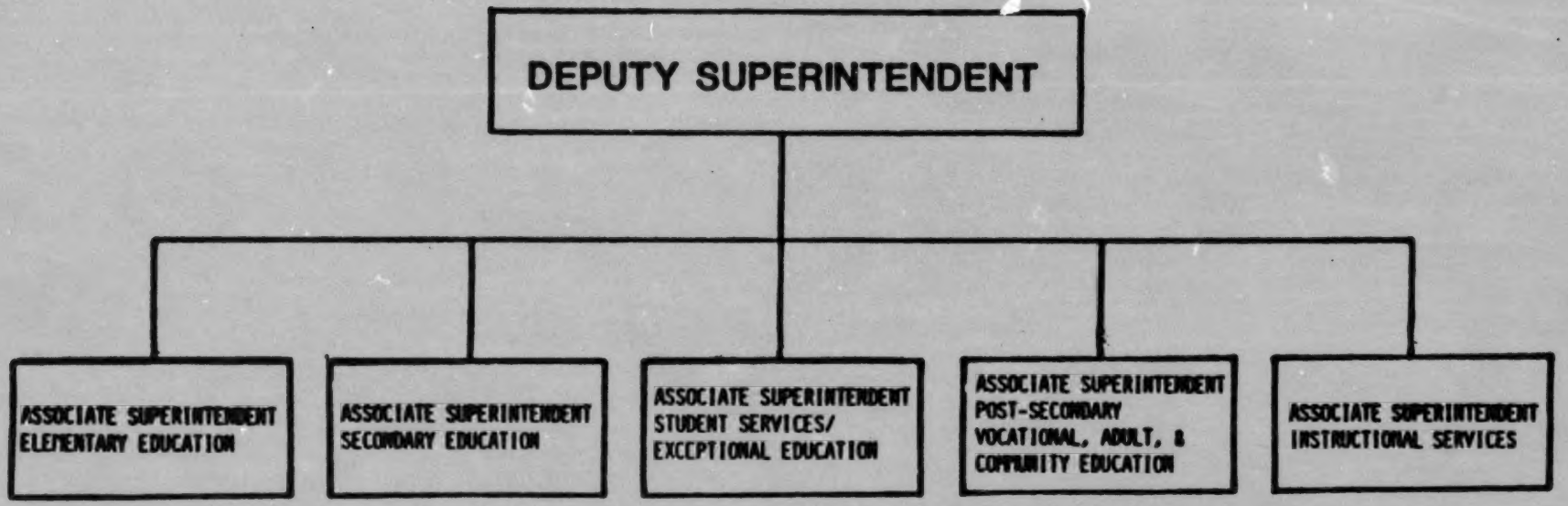
Placement of the Project in OCPS

The Department of Post-Secondary Vocational, Adult and Community Education includes Adult Basic Education, General Education Development, Adult High School programming, English as a Second Language (ESL), Community Instructional Services, Community Schools as well as a full range of vocational programs delivered through four full-time vocational schools. This project was placed in this Department, the Project Administrators reported to the Administrator of Adult General Education. Refer to the following tables:

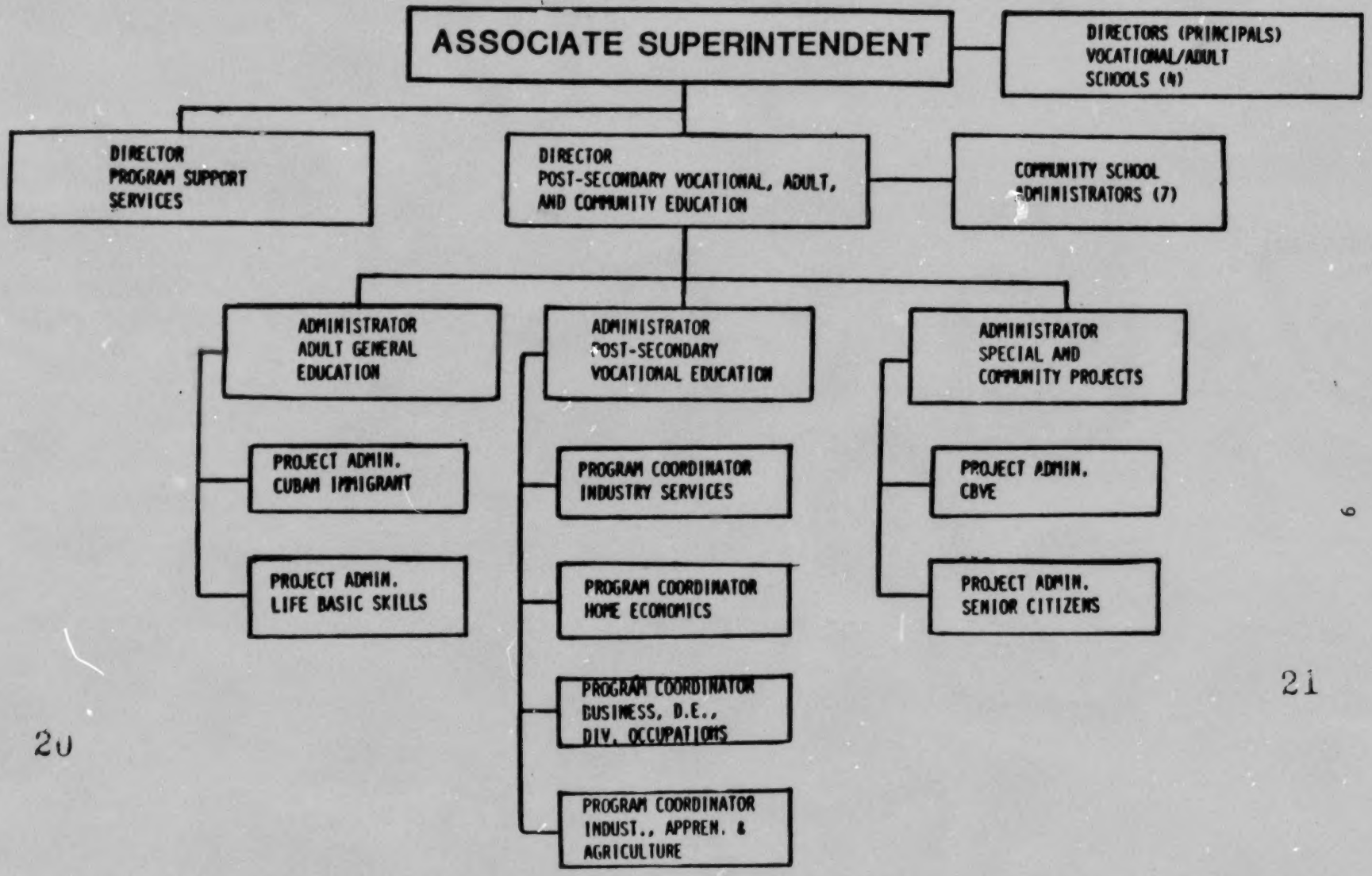


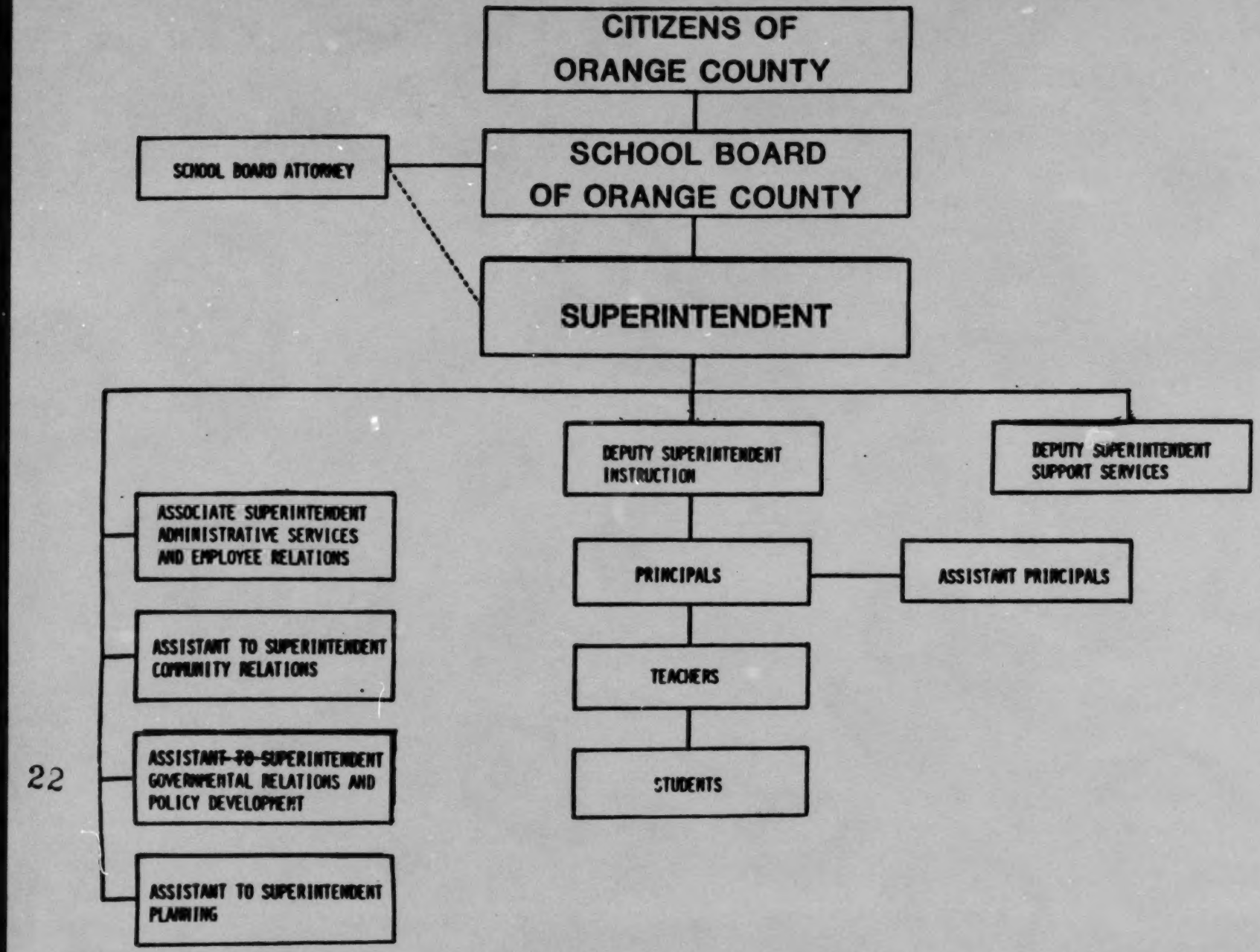
*OPS - Occupational Placement Specialist

DIVISION OF INSTRUCTION


DEPUTY SUPERINTENDENT
ASSOCIATE SUPERINTENDENT ELEMENTARY EDUCATION
ASSOCIATE SUPERINTENDENT SECONDARY EDUCATION
ASSOCIATE SUPERINTENDENT STUDENT SERVICES/ EXCEPTIONAL EDUCATION
ASSOCIATE SUPERINTENDENT POST-SECONDARY VOCATIONAL, ADULT, & COMMUNITY EDUCATION
ASSOCIATE SUPERINTENDENT INSTRUCTIONAL SERVICES

DEPARTMENT OF POST-SECONDARY VOCATIONAL, ADULT, AND COMMUNITY EDUCATION


ASSOCIATE SUPERINTENDENT
DIRECTORS (PRINCIPALS) VOCATIONAL/ADULT SCHOOLS (4)
DIRECTOR PROGRAM SUPPORT SERVICES
DIRECTOR POST-SECONDARY VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
COMMUNITY SCHOOL ADMINISTRATORS (7)
ADMINISTRATOR ADULT GENERAL EDUCATION
ADMINISTRATOR POST-SECONDARY VOCATIONAL EDUCATION
ADMINISTRATOR SPECIAL AND COMMUNITY PROJECTS
PROJECT ADMIN. CUBAN IMMIGRANT
PROJECT ADMIN. LIFE BASIC SKILLS
PROGRAM COORDINATOR INDUSTRY SERVICES
PROGRAM COORDINATOR HOME ECONOMICS
PROGRAM COORDINATOR BUSINESS, D.E., DIV. OCCUPATIONS
PROGRAM COORDINATOR INDUST., APPREN. & AGRICULTURE
PROJECT ADMIN. CBVE
PROJECT ADMIN. SENIOR CITIZENS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SCHOOL BOARD ATTORNEY
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SUPERINTENDENT
DEPUTY SUPERINTENDENT INSTRUCTION
DEPUTY SUPERINTENDENT SUPPORT SERVICES
ASSOCIATE SUPERINTENDENT ADMINISTRATIVE SERVICES AND EMPLOYEE RELATIONS
ASSISTANT TO SUPERINTENDENT COMMUNITY RELATIONS
ASSISTANT TO SUPERINTENDENT GOVERNMENTAL RELATIONS AND POLICY DEVELOPMENT
ASSISTANT TO SUPERINTENDENT PLANNING
PRINCIPALS
ASSISTANT PRINCIPALS
TEACHERS
STUDENTS

Organizational Accomodations for the Project

Accomodations for the project included providing facilities, clarifying working relationships within and between programs, adapting position descriptions, selecting staff and supervising the program.

Office space, furniture and some equipment were made available for the project at McCoy Adult Education Annex. A five room office suite afforded the eight full-time staff members with sufficient and suitable work space. The McCoy Adult Education Annex, located on the old McCoy Air Force Base site in south Orlando, is within 15 minutes driving time of two of the vocational schools, the district school office and most of the instructional sites used for the project.

Early in the project, a series of meetings were conducted to clarify the roles of staff members with regard to school sites and staff. Clear working relationships facilitated the implementation and progress of the project. In addition, vocational school directors, counselors, community school coordinators and district staff began to accept the need and design of the project.

Project Staffing

Eight full-time staff members were hired. The following table depicts the organization of the staff. Specific job descriptions are contained in the appendices of this report.

Full-time staff was composed of persons who were bilingual (Spanish-English) and were knowledgeable of the Hispanic cultures. Each staff member had experiences in multi-lingual and multi-cultural settings. Several had experience in working with disadvantaged adult learners. The Table--depicts those experiences and qualities held by the actual staff which contributed to the overall success of the project.

TABLE

CONTRIBUTING QUALITIES OF THE PROJECT STAFF

Position	Sex	Preparation	Language	Experiences
Project Administrator	F	Masters Degree Administration	Spanish/English German	Experienced ESL instructor & trainer Curriculum Developer Experience with Migrant & Refugee populations.
Program Assistant Outreach	F	Masters degree Social Work	Spanish/English	Experience with high school dropout populations. Experience with local community based and welfare agencies
Program Assistant Documentation	F	Working toward A.A. Degree	Spanish/English	Business Accounting
Occupational Specialist	M	Bachelor's Degree English/Spanish Literature	Spanish/English	Taught inner city language minority populations Business management experience. Experience bilingual instructor.
Occupational Specialist	M	Bachelor Degree Social Science/ Psychology	Spanish/English	Job developer,Bilingual Counselor.Experience with disadvantaged population teaching and sales experience.
Occupational Specialist	M	Doctorate in Political Science from Cuba	Spanish/English	Cuban political prisoner & recent arrival. Teaching and business experience Newspaper editor in Cuba and in U. S.
Occupational Specialist	F	Master's Degree English	Spanish/English	Experience with adult second language learners. Curriculum developer.
Secretary	F	Secretarial Course	Spanish/English	Experience with working with Mariel entrants in refugee resettlement. 14 years-secretarial experience.

TEACHER TRAINING

Teachers are the focal points of instruction and in the delivery of the curriculum. The success of a class depends on the teacher and the methods and style of teaching.

To ensure that all teachers were properly oriented to the program, they were required to go through an orientation program prior to teaching the class.

In this session, the project goals were reviewed, a job description and specific activities were discussed and aide responsibilities were defined. A teacher observation form was reviewed in order that the teacher be aware of the specific items upon which she is being evaluated. The IEP (Individualized Education Plan) was introduced. The teacher was told what his/her responsibility was in filling out this planning instrument. A later session was held to ensure compliance. The curriculum section of the orientation included the curriculum design, a list of the materials, and the actual demonstration of how the materials were implemented. The core of the teaching materials were given at this time and the teacher was asked to sign a teacher materials agreement. For a sample of the orientation materials, please refer to Appendix A.

After employment, the administrator would monitor classes on a bi-monthly basis. These visits included working with the teachers (prior to class sessions) on such items as pronunciation, listening skills, conversation, vocabulary, grammar, reading, writing, employability, cultural communication and program tests. The administrator would also observe the teacher and provide feedback on the "Teacher Observation Form" and through discussion. These periods allowed the teachers time to discuss project related problems and ideas with the administrator. In this manner, the administrator was able to modify the program as needed. Another important point of discussion was the sharing of results of the "Student Evaluation" with the teacher. For a sample, please refer to Appendix A.

Continuous teacher training was done in order to keep teachers updated on specific items and to adjust their class focus. If a teacher would not provide enough pronunciation, the administrator had units prepared on difficult sounds for Cuban speakers, prototype pronunciation lessons, etc. to inservice the teachers. These teacher training units focused only on the important aspects of teaching ESL/Coping Skills to Cuban entrants. For an outline of the teacher training units please refer

to Appendix A . Each of these units contained handouts and discussion time.

All of the above were offered in addition to the regular inservice provided by the Project. Below are listed the inservice activities:

July 15, 1981	Cuban/Haitian Update - Ken Jaramillo ORR
July 25, 1981	Cultural Awareness - Panel
August 26, 1981	Materials Development - Participant
October 3, 1981	Orientation to the Bilingual Vocational Test - Mary Galvan
December 15, 1981	Vocational ESL for the OPS and Teachers - Carolina MacNaughton
January 26, 1982	Competency Based Curriculum - Anne Moore
March 10, 1982	Vocational English Materials - Carolina MacNaughton
August 26, 1982	Classroom Coping for Elderly - Paul Wilson
January 25, 1983	Adult Education Teaching Strategies - Dr. Violet Malon

In conclusion, teacher training in the Adult Cuban Project included three significant components: orientation to the Project and its curriculum, training through observation and evaluation and continuous inservice.

VOLUNTEER PROGRAM

INTRODUCTION

The Adult Cuban Immigrant Project encouraged and sponsored volunteer involvement in the project's classes. Linkages were made with the local VISTA Volunteer and the Volunteer Services Bureau in order to recruit volunteers. Training and specific activities will be provided further on in this report. When the "Night Owls Volunteers", a 310 project was funded our volunteers were transferred, but still served in our project classes.

VOLUNTEER ACTIVITIES

Our volunteers were used for different activities. Some volunteers wished to serve only as resource persons in their areas of expertise. This was done on a one time basis. Others worked one-on-one or in small groups with activities assigned by

the teachers. From September 1981, when the project started actively recruiting volunteers until August 1982 when the "Nights Owls" project began, the project had a total of 10 volunteers. The names are as follows:

Ray Gonzalez	Resource Person - Banking/Lending
Nel McFadden	Classroom Activities
Jesus Villareal	Classroom Activities
Ivan Diaz	Resource Person - Credit Practices
Julio Reyes	Classroom Activities
Ruth Huffstutler	Classroom Activities
Delia Arancibia	Classroom Activities
George Capella	Resource Person - Insurance
Henry Jibaja	Resource Person -Income Taxes
William Ray	Classroom Activities

TRAINING

Prior to going into the classroom setting each volunteer would be given an orientation training. This included: an orientation to the project's goals and personnel, Ways that a Volunteer Can Help in An ESL Class, What is ESL?, (students language needs), How to Teach a Dialogue, Pronunciation Difficulties. Generalized Curriculum, and the Prevocational ESL Curriculum Design. See Appendix B.

In addition, the volunteer was introduced to the books that would be used in the classroom. Once the volunteer had entered the class, the Occupational Specialist would provide any additional support and training that the volunteer needed. Thank you letters and holiday greeting cards were sent in order to extend our gratitude for services.

CLASS SITES

Class sites and the schedules are important to building a successful class. Prior to scheduling a class at a particular site, the Administrator required that a sufficient number of students were located close to the site. An informal survey was

conducted among the prospective clients in order to determine the best schedule for the class. Class sites were also close to where the Cuban population lived.

NATURE OF THE SITES

The nature of the sites were helpful in attracting new students. Sites were located in the district's vocational centers, the community schools and in elementary schools. Outside agencies and businesses provided facilities in commercial/industrial sites, in public meeting places and in churches.

The vocational center sites were located at Mid-Florida Technical Institute and Orlando Vocational Technical Center. Webster Adult Education Center was used a secondary site due to the small number of Cuban students there. The advantages of the vocational sites were that the students were able to mix with other American/ Hispanic students who were in skills training. Tours of the vocational facilities were conducted in order to motivate students in learning English so they could enter these classes. There were also counseling facilities as well as vocational preparation labs.

The community school sites were located at Boone Community School, Colonial Community School and Apopka Junior Community School was a secondary site. Community schools offer afternoon and evening classes in Adult Basic Education, Distributive Education, community interest courses and a small core of vocational courses. These schools operate in secondary school facilities. The class sites in these schools had many of the advantages of the vocational centers, however, they didn't have the variety of skills training classes.

The Project sponsored one class at an elementary school. The class was offered during the evening and accomodations were made for larger size chairs and tables. The site was located right next to an apartment complex where a large number of Cubans lived. This contributed to the success of the class. The site was also located in an area where the nearest vocational or community school is five miles away.

Outside agencies and businesses provided facilities also. Two banks, First Florida Savings and Dade Savings provided their community meeting room for a year. These sites operated during the day and were located closer to the population than the vocational centers. The proper classroom supplies and curriculum materials were supplied by the Project. Florida Hospital employed many of our Cuban entrants and was helpful in starting a Project class for the Cuban employees. The class site was located next to the Environmental Services Department, where many of the Cubans worked. The class was offered in the afternoon after the morning shift was finished. The hospital provided a classroom which was used for other education programs that the hospital offered. The Orlando Housing Authority permitted the Project to use its community meeting room for morning classes twice a week. (Many of our single mothers lived here and in nearby housing. This was very convenient because it was a short walk.)

A class was offered at the church site, St. Charles Parish, from July to October 1981. The church provided a classroom to the Project. This class was moved in November 1981 to Colonial Community School.

SCHEDULING OF THE CLASSES

The scheduling of the classes varied according to the needs of the population. Services in the vocational centers were available during the day and in the evening. Students had the option of attending full-time or part-time. The community schools only offered classes in the evening. The hospital site, the bank sites, and the housing authority offered classes during the morning and the afternoon.

Scheduling of the classes as well as the location was made in accordance with the needs and schedules of the clients.

TRANSIENCY OF THE POPULATION

During the 2 year term of the Project some class sites had to be moved due to population shifts. In September 1981 to January 1982, Orlando Vocational Technical

School had a large population of Cubans. In the early part of 1982 they moved to the east side to Colonial Community School and to the south in the Mid-Florida School zone.

Due to the constant moving the Project needed to re-adjust its class sites.

Design and Operation of the Project

The Project was designed and implemented to become an integral, yet distinct, part of OCPS's approach to adult general education. The following inputs guided both the design and operation of the project:

1. The project was conducted consistent with a comprehensive proposal/plan which included well-defined tasks which were prescribed in the original R.F.P., "Request for Proposals".
2. The identified needs of the adult Cuban immigrants in Orange County, Florida contributed primarily to the nature of curriculum and instruction. These related to English language skills, health/social problems, becoming employable and becoming employed.
3. The nature of the community and OCPS were both considered in implementing activities. Levels of awareness and acceptance among community leaders as well as school district personnel either enhanced or limited the projects.

In general, these management objectives guided the project administrator:

To operate the project within the organizational structure of Orange County Public Schools;

To connect the project with a wide range of governmental agencies and community organizations;

To deliver high quality learning activities adapted for the specific target group;

To advocate for the social and economic needs of the target group with potential employers, employers, service agencies and government;

To regularly assess/evaluate the progress of the project with regard for the project tasks.

General Plan and Summary of Accomplishment Related to Required Tasks

This section generally describes the overall plan for addressing the tasks required in the R.F.P. Significant accomplishments for each of the six required tasks are also listed.

1. Task A

   Meet with the ED Contracting and Project Officers

   This meeting was accomplished the first month of the project period. It enabled the project staff to clarify project processes with the U. S. Department of Education.

2. Task B

   Provide outreach activities and publicize the project to attract those adult Cuban immigrants who are in need of basic educational and occupational skills.

   Two major strategies were proposed to address this task. Both strategies were employed.

   The outreach staff members developed and implemented an outreach plan that provided for door to door canvassing of selected neighborhoods; development and distribution of flyers, brochures, radio announcements and television announcements. These were directed at enrolling immigrants in the program as well as enlisting the support of community agencies and individuals. Section--lists all program publicity efforts.

   The second major strategy involved using community agencies and individuals to publicize this project through their programs and to make referrals to this program. A project advisory committee was formed to assisted this process. A description of the advisory committee, its rules, membership and minutes are contained in the appendices of this report. A community resource guide was prepared and distributed. This guide assisted agencies to make social, health, employment and educational referrals. Agencies were strongly and regularly encouraged to make referrals to this program. A copy of the resource guide is contained in the Appendices.

   Community agencies and organizations were strongly and regularly encouraged to refer adult Cuban immigrants to this program. These agencies included

the Cuban Refugee Resettlement Center, the local C.E.T.A. office, Catholic Social Services, the Community Mental Health Association, Community Affairs and others. Linkages were facilitated by the project staff to promote referrals for various special resources. The project assisted in developing a community-wide approach to solving a community-wide problem. A section lists those agencies and resources that participated with OCPS for this project.

3. Task C

Perform an assessment of the educational, occupational, and related needs of the adult Cuban immigrant population participating in the project. Three strategies were proposed to address this task. All three were utilized and two additional data inputs were used.

The proposed strategies included (1) a comprehensive diagnostic process upon enrollment; (2) regular follow-up interviews during enrollment; (3) and the development and maintenance of a community resources directory. The diagnostic and follow-up processes are described in Nature of Instruction Section of this report.

4. Task C

Provide intensive individualized instruction in literacy and life skills in the English language. Several strategies were used to complete this task. They were as follows; the design of a competency based pre-vocational ESL curriculum, inservice of teachers to this curriculum and the monitoring of the curriculum delivery and student progress in the competency based curriculum.

5. Task E

Provide basic educational instruction in the context of the occupational and life goals of project participants.

The following strategies were employed in the accomplishment of this task. The pre-vocational ESL curriculum provided instruction in life skills as well as pre-vocational skills. In addition, an employability skills curriculum was set into instruction in order to ensure a strong focus in this area. Individual assessment counseling and job referral aided the clients in

attaining their goals. Specialized Vocational ESL classes and Individual learning Packets aided the clients in learning more of the specific vocational and language skills required in the American workplace. The job development and referral component further enhanced what the student had learned in the classes.

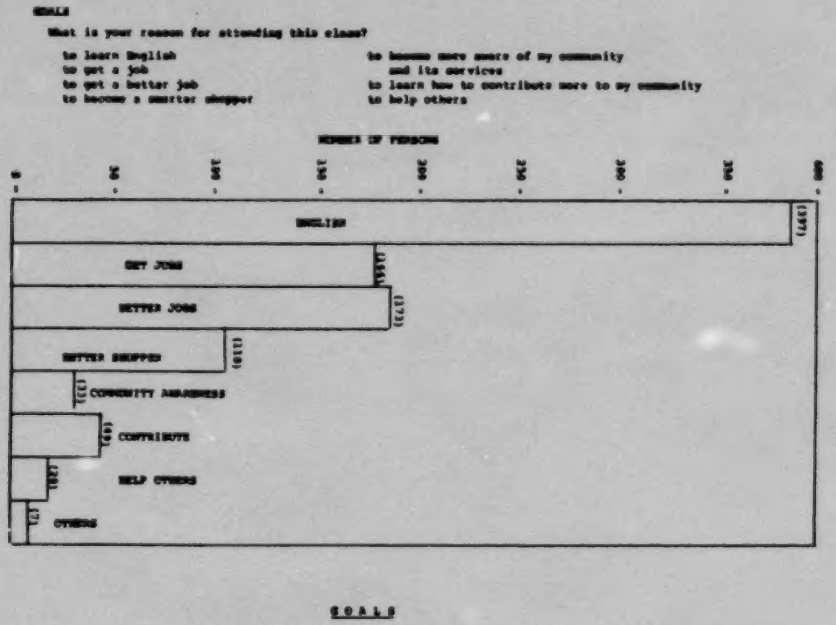
ROSTER OF PROJECT PARTICIPANTS

INTRODUCTION

When describing a student population, one must consider their goals and their values. In order to understand the individual student one must know something of their background and why attitudes might have been formed. In the intake interview, the students were asked many questions about their goals, past training and why they wanted to learn English. In this section of the report, information gathered from intake interviews and coping skills inventory will be shared. Staff observations of attitudes are documented in a later section. The roster participant names is to be found in the special appendix.

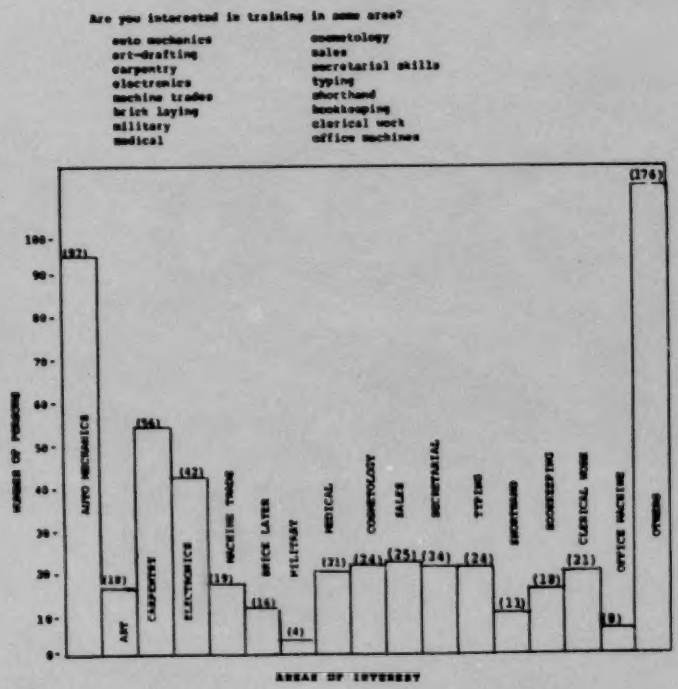
INTAKE INTERVIEW RESULTS

When the students were asked about why they were attending class most responded "to learn English". The next category chosen was "to get better jobs" and it was closely followed by "to get a job". Please see the graph for their responses.



The next question treated interest in training of all the students; 384 answered "yes" and 30 answered "no". If they answered yes, they were asked to indicate the area. Several areas were provided, so they could easily check them. The largest category was "other". Many times they marked the "other" category and an additional category. The "other" areas included such things as: gardening, farming, construction, drawing, etc. The next category was auto mechanics followed by carpentry. The graph below indicates their interest in training in the specific areas.

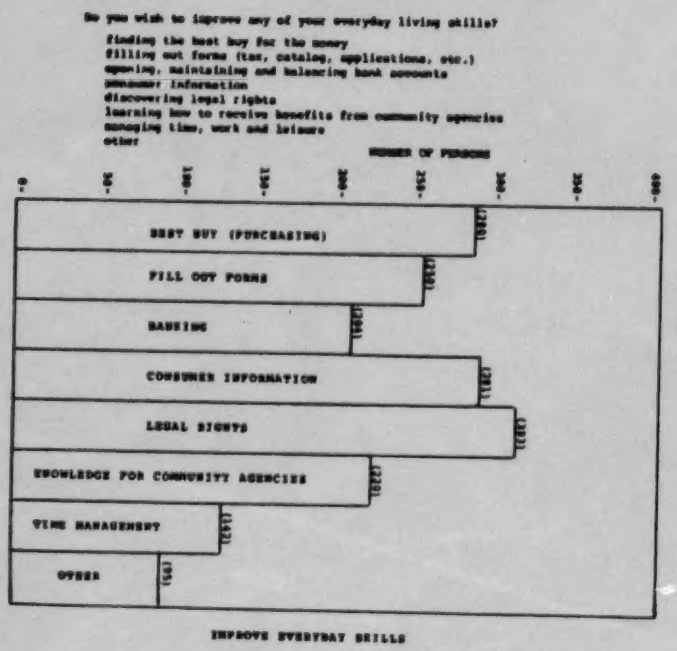
AREAS OF INTEREST



Following, when asked if they wanted to improve their everyday living skills, 337 answered "yes" and 6 answered "no". If they answered "yes" they were asked to mark the skills that interested them. The area that they indicated the most interest in was "discovering their legal rights" and this was followed by "finding

the best buy for the money" and "consumer information". These areas were addressed by the curriculum and in the life skills presentations. Please refer to the graph for the student's responses.

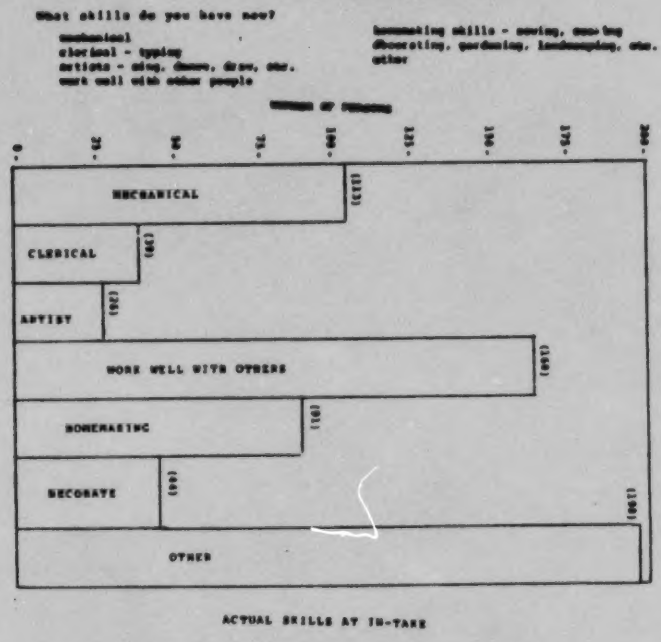
IMPROVE EVERY DAY SKILLS



In the vocational skills section of the interview, the students were asked to identify the kind of skills they already possessed. The largest category was "other" Again, they were allowed to mark specific areas as well. The "other" responses included: farming, construction, ceramics, cooking, air conditioning, etc. In the next category they gave many responses to being "able to work well with other

people" and "mechanical" skills placed as the third highest category. The graph indicates their actual skills at intake.

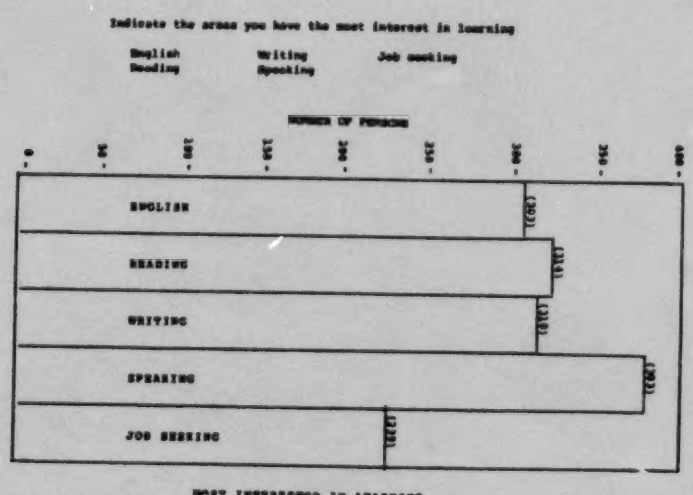
ACTUAL SKILLS AT INTAKE



ACTUAL SKILLS AT IN-TAKE

In the last questions, they were asked to circle the areas that they were most interested in learning. The first category that they chose was "speaking", followed by "reading", "writing", general English then "job seeking". See graph.

MOST INTERESTED IN LEARNING

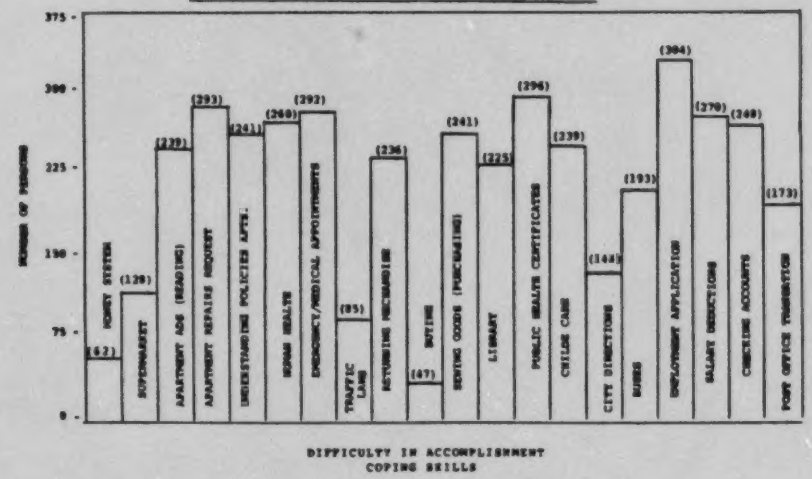


MOST INTERESTED IN LEARNING

COPING SKILL INVENTORY RESPONSES

Following the intake interview, the students were asked to fill out a coping skill inventory which was keyed into the curriculum. In each of the categories, the student had to mark: "very easy", "easy", "not too easy", "not easy" was "employment applications" followed by "public health", "apartment repairs request" and "emergency/medical services". This inventory was used in order to make the student think more in depth about what his actual needs were. The graph indicates all of the responses in which they indicated as having difficulty. The "not too easy" are the ones recorded here.

DIFFICULTY IN ACCOMPLISHMENT



CONCLUSION

Generally, looking at the numbers of responses of the students we can draw certainly some conclusions about the general student population.

-most had a desire to learn English and hold down a job.

-many were interested in some type of vocational training.

-many didn't have skills in areas listed in the interview, however, many indicated that they had knowledge of auto mechanics.

-many were interested in their legal rights.

-most indicated they had other skills, many had mechanical skills.

-many perceived speaking as the most important skill in learning English.

In addition, it is interesting to note that all the questions included "other" as choice, but when it involved job skills or training they used the

"other" category the most. This seems to indicate two possibilities: the job skills categories listed were not revelant to the skills that they brought with them or they brought different types of blue collar job skills.

OBSERVATION PROCESS

In order to adequately describe the student population, the staff of the Project went through a careful process of observation during the 2 year term of the project. In this process, the staff observed attitudes toward employment, educational institutions, governmental and law enforcement agencies and attitudes toward learning in the new culture.

It is necessary to establish some background on refugee/entrant groups. Several factors, both internal and external influence the refugee's attitudes and values in the new culture. External factors are basic needs that every human being has. External is defined as the resettlement process, social services that are available, housing, transportation, etc. Internal factors are experiences that the refugee has had. Specifically, these are past education, reasons for immigration, family separation, and attitudes toward the new country. The political system of the home and host country influence the internal and external factors. These factors collaborate to form how a refugee/entrant adapts to the new culture and to what degree he acquires proficiency in English.

Characteristics, attitudes, and values distinguish each refugee group that has come to the United States. This is very obvious in the various emigrations from Cuba and is evident in the Mariel group. Here, the characteristics and attitudes of the Mariel group are the focal point of this section.

The observation process was carried out by the staff of the project. These observers were: outreach and social workers, occupational specialists and

teachers. Ninety-five percent of the staff were Hispanics. All of the staff was bilingual. All had experience with disadvantaged Hispanic populations as social workers, teachers or counselors. Two members of the staff were refugee/entrants from the Mariel exodus. The older gentlemen, Otto Meruelo, had been a political prisoner in Cuba and was able to provide valuable information on the governmental/ political system in Cuba.

Several other entrants who were our students and were professionals in Cuba were able to give useful information about their professional areas.

To provide a background on this group, we have only cited the observations that were consistently observed by the staff. Some of the characteristics that are brought forth are general in nature. They cover such things as values, child rearing, word choices, religion, or education. Attitudes and behaviours toward education/government, jobs and goal setting are provided along with examples that were observed. A section that deals with the possible reasons how and why attitudes were formed, concludes our observations of this refugee/entrant group.

Generalizations about any group are difficult to avoid, and here we have attempted only to say that these are the observations of an experienced staff about the client group. In describing the process of instruction, it is important for the reader to know about the characteristics, attitudes and background of the learners and the influences that it has on the educational process.

ATTITUDES

The following attitudes are divided into three distinct areas: general, job/goal setting, education and government. Many of these attitudes overlap into the other areas.

GENERAL ATTITUDES

-Many of the students lacked inner motivation or initiative to pursue a long term non-materialistic goal.

-They exhibited the attitude that "I am going to live for today and worry about tomorrow when it comes". This attitude is more marked in the Mariel population and it influences all aspects of life.

-They will not disclose information about their feelings or opinions for fear it would be used against them. However, they can be very vocal about their welfare and housing and other material needs which are to be provided by the government.

JOB/GOAL SETTING ATTITUDES

-Many students had the belief or attitude that they had the level of technological skills needed because they had studied in the university. The technological level of medicine, engineering, auto mechanics is different between the United States and Cuba.

-Many cash assistance clients had the attitude that the government had to give them a job if they were to work.

-Many did not want to start in an entry level position that paid minimun wage.

-The attitude toward work production is lax. They will work when the supervisor is there, but will not work when he is not there or when a substitute is assigned.

-They have the attitude that a job is specific and will not do other duties. For example: a dishwasher only washes dishes. He doesn't believe that he has to pick up the dishes or stack them afterwards. When asked to take

on other duties, they feel that they are being taken advantage of.

-At the outset, students did not know how to set realistic, attainable goals for their lives. The 16 to 30 year old age group had more difficulty in setting goals than did the older group.

During the project, the staff confirmed the following student attitudes and characteristics.

CHARACTERISTICS

-The average student was between the ages of 20-45.

-Most students had finished primary school in Cuba.

-Most married students experienced marital difficulties at sometime during the project.

-Many single persons were very transient. Often they moved from home to home in the area.

-Most returned to Miami on a regular basis.

-Many students could not hold down a job for a period of two weeks at initial start of the project.

-The family group was more stable. (in terms of transiency)

-Religious affiliation played an important part in the motivation to study English. Most members of the religious group were persons over the age of 35 or their children.

-They did not like being identified and grouped in with only (Cuban) refugees. They didn't want to be identified as "Marielitos".

-Many parents had problems with their children's behavior in school and in the community.

-Parents tended to blame the children's wrongdoing or not learning on the school and on the community in general.

-The entrants tended to form large households consisting of non-family members. This occurred primarily among the singles of the group.

-Word choice was different than the other groups of Cuban speakers of Spanish. They used words such as "brigada", "circulo infantil".

-They didn't try to prevent problems; they dealt with them when the problems were upon them.

-They differentiated between "marido" and "esposo". "Marido" is a live-in boyfriend. "Esposo/a" is a legally married person.

-They tended to agree with you verbally, but the non-verbal behavior demonstrated their true feelings.

-The car was a status symbol. A symbol of power.

-For job skills and technical skills, they perceived that they had the necessary skills to do a job, but in reality did not. It was very common that one would say that she is a teacher when in fact she has a sixth grade education. In Cuba, if you taught in the rural areas you received a practical "certificate" as a teacher.

-The entrants had difficulty in distinguishing the American work system. A specific example will provide clarification. The entrants had difficulties in understanding why a person who had more seniority would receive a higher wage or have a better schedule. Difficulties also occurred in understanding benefits. For example: employers woul not give benefits to part-time workers or workers who had been employed less than 3 months. In these areas the entrants experienced many difficulties which they term as "discrimination".

EDUCATION/GOVERNMENT ATTITUDES

In Cuba, education represented propaganda. Therefore, education was an integral part of the governmental system. Attitudes that were reflected in the educational process were also present in all aspects of life.

-Students at the outset had a distrusting, apathetic attitude toward school. They often wanted something material in return for attendance.

-Many had a poor self-concept about themselves and the learning process.

-At the beginning, students did not have confidence in the teachers. This was completely opposite from the other groups of exiles from Cuba.

-After breaking the attitudes about confidence, students became overly dependent on teachers and did not want to progress on to G.E.D. or vocational courses.

-They believed that the educational system has control over the other governmental departments such as welfare, employers, and the legal system.

-The students who have never been arrested are fearful of the police and the legal system. Those who have been arrested and are on probation perceive it as a lax system.

-When arrested, they will accuse another person thinking that it will clear their name.

-They do not admit guilt even though they might have been caught with stolen items in their possession.

-After they have considerable problems, they realize the need for having the proper type of license and insurance.

-Numerous students have the attitude that "Carter brought me here, therefore, the government should provide for me". This was the comment that was given by many of the refugees.

-The true political prisioners acted more responsibly with family and job. They were more motivated to learn. Many professed to be political prisoners, but few were in reality.

HOW ATTITUDES WERE FORMED

With refugees, as with all people, they see and form attitudes about things according to their past experiences. For instance, verbal agreement accompanied by non-verbal disagreement can be a product of the Communist system. They passively avoid or resist. In Cuba, at a rally, they were often asked to cut the cane. They all had to raise their hands and say "yes" to avoid being arrested and to appease the government.

The lack or inner motivation stems again from the system. The entrants have come from a highly structured and job specialized society where jobs and living are chosen for them to a relatively free and unstructured society where they must have inner motivation and independence in order to get ahead.

The "live for today" attitude can again be attributed to the Communist regime. Life was uncertain so they had to use and enjoy what they had that day. This attitude is also attributable in part to their "unstructured" resettlement. The entrants were very uncertain about their basic needs, there were stabilizing factors after the sponsorships had broken down, therefore, we witnessed this attitude.

Resistance to disclosure of personal opinions or feelings about the educational system or government is a product of the Communist system. Always in Cuba, if one spoke against or complained too loudly he would be arrested.

Realistic goal setting was a challenge for the (Cuban) entrants. For the first time in their lives they had been required to find a job, budget their salaries for housing, find medical care, transportation and food.

In Cuba, housing and utilities were cheap, medical care was free and transportation was abundant and cheap. The government, of course, told you what job you were to do, where you were to live, and provided medical services and transportation. Prior to arrival in the United States, the entrant had very little part in the career goal setting of his life. The job is not a means of moving up as it is here. In Cuba, you accept the job given to you and that is the job you do for the rest of your life. In order to get luxury items or move up in your job you must be connected politically.

As mentioned previously, the government provided all jobs. The government would give job titles such as teacher, architect, or doctor. In reality the person did not have the academic degree, as we understand it, but some degree of practical experience. Other jobs were graded, Grade A the highest, Grade C, the lowest. Most job titles are proceeded with the word "tecnico" or technician. The division of labor is somewhat similar to that of a production line. For instance, the job of a baker was divided into several tasks, as with that of a carpenter. Few persons were encouraged to become skilled as bakers, plumbers, carpenters, architects. For the most part, entrants dealt with only parts of the entire task. The names of the jobs have been changed. For instance, they say they are "tecnicos de plomeria" (plumber technician). When asked exactly what they did, they only performed one task in the field, such as connecting pipes. Many clients have several job titles such as "tecnico de mecanico y de plomeria" (mechanical technician). Whenever they were needed, they were given a job title and the job. Careers have been broken down into several tasks so that anyone can do the specialized job. Another possible reason for entrants knowing only specific tasks or parts of a trade indicates the type of entrant we received. Many who were highly skilled (knowing complete jobs) were not allowed to leave or did not have the desire to come.

The attitude toward production is lax. This again is attributable to the regime. Those who come up in the system are those who are politically adept. They receive better housing, food and other luxuries. Of course, there is some bearing on your production, but more so on your political prowess. Many people realize that they can't get ahead and, therefore, the lackadaisical attitude towards production is exhibited. Also note, that this is a passive form of resistance. Taking on additional tasks is preceived as being "taken advantage of" because of the strict adherence to the specific jobs.

The client's distrusting, apathetic attitude toward education and government was brought over from Cuba. Education in Cuba is a means of control and propaganda. When a person would study or just attend a course, they would receive a certificate for their attendance which would entitle them to some type of benefit.

Fearful attitudes toward the legal system exists as a result of the experiences that the Mariel Cubans brought with them. In Cuba, the police represent the government, and they usually judge one's innocence or guilt. To the Mariel Cuban, the police represent an enemy or one who is unfair and not just. An example will provide clarification: a person is arrested for stealing food or buying black market items in order to feed his family. By the populace, the arrest is unjust because the man was trying to provide for his family. This attitude of the police being an enemy and to be fearful of him is ingrained in the Mariel Cuban no matter what the situation. In Cuba, there are "tecnicos legales", not lawyers. These technicians do not defend the client, they merely cite the point of law before a tribunal. In short, they are the person who accuses you. The arrested can not bring forth any witnesses in his favor. The law enforcement, judicial and the penal systems vary greatly from the United States.

Those who have been arrested, tried and let out on probation believe that

they have been excused or have outsmarted the police. They have the attitude that they can get away with it again and many do. When they are arrested they are usually very emotional and resistant because they believe that the arrest is unfair, and they have no legal recourse or any way of getting out of jail. In Cuba, if you are arrested, you are guilty, and there are few ways to prove innocence. One way to get out of the arrest, in Cuba, is to implicate another person. If you draw enough attention away from you, the higher the possibility of being freed for helping the police.

Among the population, the status of political prisoners was given high regard, (The common criminals and the political are prisoners treated distinctly. In Cuba, the common criminals would not be mixed with the political ones.) The most probable reason for this is the defiance of Castro and the ability to live through it. After close observation and discussion with the staff the true "political" prisoners were identified from the larger group who originally claimed this status.

The majority of our students shared many of these attitudes. No judgement is being placed on the Cuban entrants who participated in the project. This is an attempt to show how different two political systems mold peoples views and outlooks. This also contains some implications on how we as educators should educate and counsel persons from the communist countries. It also has implications on the types of assessment, the curriculum and the methodology that can be used effectively with this group. Our students, through education, time and experience have changed some of these attitudes.

NATURE OF INSTRUCTION

INTRODUCTION

The nature of instruction covers all areas of training that the Cuban clients received. In this report, the nature of instruction describes all the processes of the program. They are formative in nature and build upon one another. The first is the engagement process in which the clients were contacted, received program orientation and were enrolled. Following this, in the diagnosis process the students were assessed in English proficiency, vocational interests and other areas. In the prescription process, the Individual Education Plan was developed for each student in order to recognize individual needs and goals. In the instructional process, students were given a pre-vocational ESL curriculum and vocational training. Instruction took place in several different locations and at convenient times. The disengagement process involved job referral, job placement and exiting from the program. Post-engagement involved follow ups done on students who had left without notice or who needed additional referrals.

All of these processes are described in detail in the following sections. All of these make up the nature of instruction.

ENGAGEMENT PROCESS

INTRODUCTION

The engagement process dealt primarily with outreach to the clients and agencies that dealt with Cuban clients. It also dealt with the total Outreach program and how it operated through out the 2 year period. Successful linkages and outreach methods are identified here.

THE ROLE OF THE OUTREACH WORKER

The primary role of the outreach worker was in the recruitment and motivation of the clients to attend class. The worker also did follow-ups on clients who had stopped attending classes. See Appendix C.

This worker operated under a six-month strategy plan. For a sample of one of the plans, please see Appendix C. This plan includes a goal and objective with specific activities. Many of these activities were related with publicity and linkages with other community agencies.

Outreach Plan
ADULT CUBAN IMMIGRANT PROJECT

July - December, 1981

Dates	July to December	July	August	September	October	November	December
GOAL: Enroll new students	260	50	50	50	40	40	40
OBJECTIVE: Contact People	520	100	100	80	80	80	80
ACTIVITIES:							
I. Personal Contacts:							
Agencies	60	20	15	10	5	5	5
Businesses	70	20	10	10	10	10	10
Churches	15	5	5	5	--	--	--
Existing Students	40	40					
II. Prospect Contacts:							
Past Students	120	30	30	20	10	10	20
Computer Search	80	40	10	15	5	5	5
Past CETA Participant	70	10	10	10	20	10	10
Other Agency Referrals	110	10	20	20	20	25	15
Door to Door Canvassing							
Other Sources (Call In and Walk In)	140	10	30	15	25	30	30
III. Publicity:							
Distribute Promotional Materials		X	X	X	X	X	X
Press in La Majica		X			X		
Press Release El Noticiero			X	X		X	
Channel 9				X	X		
Channel 24			X	X			
Press Release							X
Adult Educator			X			X	
Newsletters			X	X	X		
Southside		X					
Sun Newspaper		X	X	X	X	X	X
Other Sources		X	X	X	X	X	X
IV. Attend Community Meetings		X	X	X	X	X	X
V. Receive Call In and Walk In Referrals		X	X	X	X	X	X
VI. Follow-Up to Enroll Students		X	X	X	X	X	X

As clients were contacted, the worker recorded their names on this contact sheet. See sample below:

ADULT CUBAN IMMIGRANT PROJECT
OUTREACH CONTACT SHEET

Outreach Worker Name: _____

For Week of _____

Date	Name	Address	Date of Arrival U.S.	Age	Referral Agency	Out-Come	Problem/ Needs

Aside from the record keeping activities, this person would work with local community agencies in order to remedy the needs of the students such as child care. The following is a referral from that was left in agencies who had clients who needed English language services.

ORANGE COUNTY SCHOOL BOARD
ADULT CUBAN IMMIGRANT PROJECT
857-2553

TO: ORANGE COUNTY COMMUNITY AGENCIES

FROM: ADULT CUBAN IMMIGRANT PROJECT

RE: LANGUAGE SKILLS AND TRAINING FOR ADULT CUBAN IMMIGRANTS

The School Board of Orange County has been awarded a contract through the U. S. Department of Education to provide English language and pre-vocational/ occupational skills training to adult Cuban immigrants. This project will help the Cuban-born, 16 years and older, who arrived in the United States after August 1, 1979.

The purpose of this project is to enable adult Cuban entrants with English language skills in order to become more employable and productive members of our community.

If you know of any person that needs information and/or our services, please refer them to us.

Thank you for your cooperation.

TO: WORKER

RE: NAME _____

ADDRESS _____

TELEPHONE _____

COMMENTS: _____

_____

_____

_____
Worker

_____
Agency

_____
Telephone

l/es/418

Later in the project, this form was not used. Most agency referrals were done via telephone.

As is evident from above forms the outreach worker recruited students from door-to-door canvassing, referral from agencies, referral from students and through the promotional materials that were distributed.

In order to properly monitor the activities and keep an accurate count on the number of refugees who were contacted a monthly report was filed. See sample below:

Outreach Report
Adult Cuban Immigrant Project
Monthly Report

OUTREACH WORKER _____ MONTH _____, ____

1. Total Number of Outreach Contacts This Month:
   Personal _____ Call-In (Phone) _____

2. How many persons did you refer to
   HRS? _____ Beth Johnson? _____
   CETA? _____ FSES? _____
   4-C? _____ Others? _____
   _____

3. Are there any groups of Cubans in an area for a possible class? _____
   How many? _____
   Where? _____
   Possible facility? _____
   Time period - Day _____ Evening _____

4. What meetings have you attended?
   _____
   _____
   _____

5. What do you consider a major success this month?
   _____
   _____
   _____
   _____

6. What problems have you encountered? (With the entrants, agencies or classes.) _____
   _____
   _____
   _____
   _____
   _____

l/kks/415

OUTREACH

Recruitment for Classes

During the first year of operation the Outreach Worker's primary focus was to recruit clients for project classes.

Recruitment was carried out in several ways. The Outreach Worker went to each of the agencies and contacted the workers who dealt with Hispanic clients. The agencies that proved to be most cooperative were: Florida HRS, Catholic Social Service, the Florida Council of Churches, Orange County Community Affairs and Beth Johnson Mental Health Center. Project publicity information was left at the agency. Approximately twenty-five Hispanic businesses that the entrants frequented were contacted and told about the project services. There were approximately seventy-five businesses contacted, but only twenty-five took an active part in the recruitment process. They proved to be very helpful in referring students to our classes.

Churches with Hispanic congregations were contacted and they also helped in the effort. Existing students were tapped for information about newcomers who might be in need of the Project services. Often times, students would bring in their friends or family members. Computer searches provided a list of LEP (Limited English proficient) children in the district schools. In the search, birth places and dates were provided, this enabling the Outreach Worker to identify them as Cuban and follow-up with a visit to the home. Past CETA participants who participated in the district's apprenticeship programs also provided necessary leads for the Outreach Worker.

The most successful methods were door-to-door canvassing of the areas in which entrants lived and promotional material, public announcements by LA MAGICA radio station. This brought in entrants calls to the central office. From there the Outreach Worker would follow-up with a visit to the home or meeting the entrant

at the class site. There were a great number of entrants who were contacted and provided services who did not attend. Often times the Outreach Worker would revisit prospective students and counsel them in order that they solve their problems. Through this effort, even the entrants who did not officially enter the program were provided counseling services.

The judicial system of Orange County was also tapped. Several referrals were received from the Probation Department. As a condition of probation, the entrants were encouraged to attend the Project's prevocational ESL program.

OUTREACH WORKER'S ROLE WITH OUTSIDE AGENCIES

The Outreach Worker was the primary person who dealt outside agency workers and clients who needed outside services. The Project Administrator aided in this effort by working closely with the administrative personnel of these agencies.

Through linkages with agencies, the Outreach Worker would refer clients. Sometimes the worker would accompany the student to the agency if no bilingual person was available. The seventy-five agencies that the Project had linkages with are listed in the Community Resources Guide for Central Florida. The agency referral made by the Outreach Worker entailed referrals for emergency food, transportation, child care, shelter, and clothing and some medical services by private physicians and other health agencies. The following are only the principal agencies that provided direct social services to the clients that the Project referred:

West Orange Farmworker's Clinic	Health Care
Orlando Housing Authority	Housing
Catholic Social Services	Resettlement
Florida Health and Rehabilitive Services	Welfare AFDC SSI CHEP Medicaid

Florida Council of Churches	Resettlement
4-C Child Care	Child Care
Ceta	Apprenticeship Jobs
Community Affairs	Transportation, Money for Rent
Beth Johnson Mental Health Center	Mental Health
Urban League	Housing
Legal Aid	Legal Services

The above list shows only the principal area of service. Many of these agencies provided ancillary services as well. The Outreach Worker received referrals from these agencies for Cuban clients who were in need of prevocational English classes.

As well as working with outside agencies that Outreach Worker had to identify that the problems needed outside agency services and the ones that did not. There were services such as child behavior in school, nutrition, and minor marital difficulties that were handled through counseling by the Outreach Worker. When the problems were in the area of basic needs or there were professionals in outside agencies, students were referred.

DIAGNOSIS PROCESS

INTRODUCTION

This process entails two areas. First, the diagnosis needs, goals, and actual job skills. The instrument that was used was an intake interview which was conducted in Spanish by trained staff members. Later in the assessment area, which part of the total process, identifies linguistic competencies in English and Spanish, life and vocational skills/attitudes as the clients identified them. The specific instruments assess the oral language, written grammar and reading skills of the clients. The other instruments, the vocational and life surveys asked the clients to mark their abilities and needs.

The following section describes in detail the rationale for instruments and specifics about each instrument.

INTAKE INTERVIEW

In the intake interview questions were asked about past education, vocational/career skills, life goals and the family situation. Questions that dealt with vocational skills and life goals included categories of skills in order to prompt the interviewee. One particular question was included on the desire to learn English. The students were then asked to indicate what particular skills in English they perceived to be the most important.

This interview was conducted by the outreach worker or the occupational specialist. The interview was conducted in Spanish. For a sample of the actual interview, see Appendix D.

The rationale for this type of format and the types of questions that were asked was to establish what needs the students had and how they perceived those needs. As a result of the interview, the students accrued the added benefit of thinking about themselves in relation to this community. These questions helped

them to think about their vocational/career skills and how they could be applied here and they also had to begin to form life goals.

Aside from gathering information about the students, the information was used to establish a viable curriculum for this population. The interview form was kept in an individual student folder and was available to the ESL or vocational teacher.

ORAL PROFICIENCY INTERVIEW

Rationale

This was the first instrument that was used to determine the client's ability to function in spoken English. The instrument was chosen because of the appropriateness of the questions and the ease of administration. The student's comprehension of oral language, fluency in speaking, structure and vocabulary and pronunciation were evaluated.

The format of the assessment is in an interview conducted in English. The first questions are basic greetings then questions that are pertinent to the clients are asked. Examples are: What is your name? What's your address? Where is that? As the interview progresses the difficulty of the questions demand a higher level of language skills.

This interview instrument was developed in Palm Beach County and is correlate with the Mattran Interview. The rating form asks the interviewer to rate the client on comprehension, fluency, structure, vocabulary, and pronunciation. There is a space at the bottom for the interviewer to note specific comments.

Below please find the ranking table.

LEVEL RANKING TABLE

Total	Level	Total	Level	Total	Level
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	63-72	3	93-99	4+

NUMERICAL RATING CORRELATION

OPI	0+	1	1+	2	2+	3	3+	4	4+
MATT	1	2	3	4	5	6	7	8	9

The students who scored in

Level 0-1+ were basic, Level 2-3+ intermediate, Level 3-4+ advanced.

For a sample of the OPI, please see Appendix D .

STEL

Rationale

This assessment instrument was chosen because it is an achievement test and also a placement test.

Students were administered the test if they had scored at least 33-42 points on the OPI. The rationale for this is that it is futile to administer a written grammar test to a student who speaks no English. This assessment helps the teacher know what grammar the student needs to work on. It also gives some indication of how well he will do on English reading tests.

The STEL (Structured Tests of the English Language) is a series of assessment instruments used to find the level of grammar. This test requires that the student have reading skills in English. There are three levels: basic, intermediate, and advanced. For each level there are two forms. On the test, the student is given three sentences, a selected word or group of words is underlined. The student must mark on a separate answer sheet the correct answer.

For example:

2. What is that?
   A. He's a pencil
   B. She's a pencil
   C. It's a pencil

Answer Sheet
2. A
B
C

The student is given 30 minutes to complete 50 questions.

The basic level test covers simple grammar and the intermediate and advanced level demand usage of more complex grammar.

Publisher: Newberry House, 1976

INTERAMERICAN SPANISH

Rationale

The Interamerican Series was chosen for the following reasons: parallel forms in English and Spanish, the time involved to take the test and its appropriateness for the Cuban population.

Prior to this time no test had been normed on this population. The type of information that the test provided permitted the project staff to effectively draw up and Individualized Educational Plan. The information also indicated what the true educational background of the client had been. It also provided some indication as to the success that the student would have in the English curriculum.

The Interamerican (Spanish) is used to assess reading achievement in Spanish. They are available in five levels, Levels III, IV and V, were used for the project's assessment model. Below are listed the reading levels according to each test.

Level III	Grades 4-6
Level IV	Grades 7-9
Level V	Grades 10-13

This instrument assesses three areas including comprehension, speed of comprehension and vocabulary. There are 50 comprehension items, 30 speed of comprehension and 45 vocabulary items. The test may be administered in 41 minutes. Answers are recorded on separate sheets. The test is linguistically and culturally appropriate for Cuban, Mexican, and Puerto Rican children. The Seventh Mental Measurements Yearbook reviewers felt that the publisher had made a serious effort

to assure that the instrument would closely parallel the Tests of Reading in English.

Publisher: Guidance Testing Association
San Antonio, Texas, 1962

COPING SKILL INVENTORY

Rationale

This opinionaire gave the entrant an opportunity to tell us what his basic coping skill needs were. In addition, it encouraged him to think about his relation to these same things.

The format was chosen in order to allow the client to determine to what degree he perceived these needs. It also influenced the delivery of the lessons on the coping skills. For instance, several students in the class had trouble with understanding apartment rules, The teacher would present a lesson on that particular subject.

The Coping Skill Inventory is another locally developed instrument on which the client can check an item. See the sample item from the inventory listed below:

Understanding the money system is

___very easy

___easy

___a little difficult

___very difficult

The items that the clients are asked cover the basic coping skills such as: buying groceries, reading ads for apartments, calling the landlord for repairs, understanding apartment rules, understanding basic body functions and health care, making doctor's appointments, getting medicines, driving laws, buying and returning clothes, finding stores that sell sewing goods, securing a library card,

child care, learning the streets of the city, the local bus routes, filling out job applications, understanding deductions, check cashing procedures, and post office business.

The basic coping skills are addressed in our curriculum. For a sample, see Appendix D :

VOCATIONAL INTEREST INVENTORY

Rationale

This instrument was developed for this population by the project staff. For many of the clients this was the first time that they began to think about the types of things that they wanted out of a job and the types of skills that they possessed. This type of format was chosen in order to present a non-threatening activity in which they could reasonably evaluate themselves.

The Vocational Interest Inventory is a locally developed instrument. It asks the student to check off the most important values and on the reverse side their vocational abilities.

The values that are asked are: employment security, prestige, good salary, goals, routine activity, variety of duties, creativity, intellectual stimulation, independent work, work with the public, leadership, physical labor, supervised work or manual labor. The abilities section asked about the skills such as: artistic, musical, mathematical, scientific, mechanical, manual, social, teaching leadership, and office skills. A short description followed each of these areas. For the actual instrument, see Appendix D .

PRESCRIPTION PROCESS

INTRODUCTION

The prescriptive process in which the teacher, and the occupational specialist examined the test scores, goals, abilities and needs of each student and planned

the individual education of each student. Student imput into this process was sought. The (IEP) Individual Education Plan was the primary instrument used in this process.

IEP

Rationale

This model was developed by the project administrator. At a quick glance, one can see how a student is progressing in the English language, what his goals are, and his job status.

The individual folder format was chosen in order to accommodate all the aspects of the classes. The ESL and career goals were made by the student, teacher and occupational specialist. The teacher was responsible for maintaining up-to-date goals on each student. For an example of the IEP format, see Appendix D.

The IEP form was kept in each student's individual folder. It contained the test scores, test dates and comments. The dates of agency intervention and the services were listed. Project classes that the clients attended as well as the teacher name was listed. The occupational status of the client was listed as well as the changes as they occurred. The annual goals in ESL and Career Related areas were also listed.

On an additional page the goal was separated into objectives with beginning and ending dates. Methods and materials were keyed to each objective. Additional spaces were provided for additional teacher/counselor comments.

INSTRUCTIONAL PROCESS

INTRODUCTION

Instruction encompassed many areas of the program. This process has been separated into 2 areas: methods of instruction and curricular materials. Methods of instruction include the ESL teachers methods, the occupational specialist presentations of employability skills, assessment and counseling of students in regular vocational courses, and the special VESL courses that the project offered.

Curricular materials describe the pre-vocational ESL curriculum, and the VESL curriculum.

Instructional Methodology is very important to the teaching of English as well as to the motivation in second language learners. Here instructional methodology includes the teaching methods and techniques, the OPS role in assessment and counseling. These areas will be discussed separately, however, they constitute the methods of instruction.

TEACHER METHODS

At the time of the student's entrance into one of the classes the teacher was given an OPI score (oral proficiency) by the OPS. The student's coping skill inventory and the vocational inventory were also available for the teacher's examination.

According to the needs (indicated on the coping skill inventory) and the linguistic levels of the students, the teacher would determine the lesson to be taught.

Part of class time was dedicated to pronunciation, several project teachers allotted specific time slots for pronunciation drills, others incorporated them

into the lesson. The methods that were used were:

1. Introduce the sound,
2. Have the student listen to the sound as the teacher pronounced a word using the sound.
3. The students would then listen to minimal pairs focusing on the particular sound.
4. Some teachers chose to establish the meanings of words that the students did not understand, others chose not to.
5. The words were then placed on the board. The students in a group and individually pronounced the minimal pairs.
6. Quick assessment activities included the teacher standing in the back of the students and pronouncing one of the words in the pair.

Example: thighs sighs

The student would have to identify which word the teacher said. This is a listening exercise. This is a model of the methodology used in the Project classes for pronunciation. As mentioned before the teachers were provided with a list of Project developed pronunciation difficulties and exercises. Later, the Center for Applied Linguistic's publication Teaching English to Cubans was incorporated.

The Grammar and Coping Skill lessons were incorporated into one lesson. Listening, speaking, reading and writing skills, the four basic English skills were used in each of the lessons.

In the first stage of the lesson the teacher would introduce and present the lesson. During this stage the teacher would establish meaning by translation, context, use and demonstration with tangible objects, use of illustrations or physical actions.

Tangible objects include such things as common objects, models, actual student experiences or that which can be smelled, seen, heard or touched. Illustrations

are things such as pictures, cards, charts, films, sketches, cartoons, blackboards, maps, or bulletin board displays. Establishing meaning through context can be done by the use of dialogs, sentence patterning, songs, jokes, questions and answers, listening to, reading or writing of paragraphs or letters and the use of anecdotes. Physical actions can include the teacher's gestures, action sequences (done by teacher), mime or through the use of film.

All of the methods were employed in order to establish meaning in the target language. Of course, the methods that were most appropriate to the level of the student and the lesson were used.

The next step was practice. The types of methods used came from the audio-lingual approach. The drills that were used were substitution, multiple substitution, transformation, sentence combining, expansion and reduction. Another form of practice is through the use of questions and answers, and the use of chaining questions and answers.

Repetition is an important part of practice. Various forms were used. For example: the entire class, one half asked a question, the other half answered the question and also individual asking and answering of questions was employed.

Backward buildup is another technique which is used for practice. This aids the students in practicing sentences or dialogs.

In the practice portion of the lesson, the teacher can vary the type of drills, the level and pace in order to keep the enthusiasm of the class up. Often, the teacher drew upon the students' experiences to fill in the drills. This is very effective for incorporating real life into the class.

The next step is use of what has been taught. This was attained through the use of role playing, games and simulations, oral problem solving exercises, dialog construction and completion, direct discourse and other group activities.

Reading and writing were indeed a part of the lessons. As the students progressed through the levels more reading and writing exercises were given to them. This was done in order to prepare the student for vocational courses or demands of a particular job. Here, the teacher methods and the teaching process have been defined in general. In order to insure that there was consistency in the methods and curriculum the Project Administrator monitored the classes as well as provided additional training for the Project teachers. This will be discussed later in this report.

As a part of the teaching methodology the teacher and the OPS planned the assessment of the students together. In addition, the teacher and the OPS collaborated together and with the student in determining his goal for his new life here. As is clearly seen here, the teacher interacted with the students in a group situation and also on an individual basis.

OPS ROLE IN THE INSTRUCTIONAL PROGRAM

The occupational specialist (OPS) had an important role in the total program. They had a part in all phases of the Project. First, they were integral to the assessment of the students and their part in the instructional program was that of an employability skills presentor. In the counseling section of the program, they provided individual help and guidance to each of the clients. As job developers, they helped refer the students to appropriate employers. This will be discussed in the disengagement process.

The assessment component began prior to the actual ESL class. The outreach worker would interview the client (filling out the intake interview) and determine if the student wanted to enter the ESL class. The outreach worker would then refer the client to the proper class site and occupational specialist (OPS). The OPS would then administer OPI (oral interview) in order to establish rapport and deter-

mine the level of oral English proficiency. After, a coping skill inventory and the vocational interest inventory were given. If the client could not read in Spanish, the OPS would read it to the client and ask for their responses. After this was completed, the student was introduced to the teacher and instruction began, considering the level and the needs of the students. The OPI test was given once every nine to twelve weeks. After entrance into the program the student was also given the Interamerican Test of Reading in Spanish. This helped to determine the present reading level in Spanish. As indicated before, the students who attained a level and 1+–2 on the OPI were then administered the STEL (structured tests of the English Language.) There are three levels of the STEL tests. Retesting occurred every 9 to 12 weeks.

As a part of the instructional program the OPS role was that of an observer and also an employability skills presentor. On a monthly basis the OPS would direct a presentation about employability skills to the students present. Some of the general topics were:

How to Find a Job - (state employment services private agencies, classified ads, advice from friends, etc.

Various Means of Getting to Work - (public transportation)

Work Rules - (time clock, benefits sick leave, vacation, safety rules, rules about time, work habits, etc.)

Taxes - (income, and social security)

The OPS also had large visuals available for the presentations. Following the presentation, there was a question and answer period. Some presentations included written homework such as filling out application for practice, compiling lists of past employers and references, planning transportation to and from a possible work site, etc. Efforts were made to make the presentations be less of a paper and pencil activity and more of a real life situation. This session also helped the

students become aware of the cultural differences in finding a job here and in Cuba. It also taught them skills in how to find a job rather than just placing them in a job. By using this method of training, the student would learn to become more independent in finding a job for himself, and being less dependent on the program.

Another part of the OPS role is that of an individual counselor. Often times, after the rapport with the students had been developed, they would disclose or freely bring up personal family problems or job related problems to the OPS. In situations when there was an agency more specialized to do the job the student was referred there. For instance, for child care, marital difficulties, housing assistance, clothing and emergency food. Prior to referral the student would be told what to expect in terms of services from these agencies.

As to problems of job maintenance, the OPS played an integral role. Often the student would state that he wanted to quit his job because of poor wages and benefits. The OPS would, through counseling, try to help the client think of all the alternatives and the repercussions of quitting the job. In other instances, employers would call the Project in to help resolve problems dealing with individual employees or groups. As an example, one of our sites, a hospital, had hired several (10-20) Mariel Cubans and later a problem had arisen in employee/employer attitudes and in communication. An ESL class was initiated and the OPS counseled with the individual students in order to help them with problems at the work site. One of the resource books that was available to the OPS was Don't Get Fired - 13 Ways to Hold your Job by Durlyn Anema.

The students of intermediate/advanced had access to this book. It contains short selections and situational questions that an individual can think about if placed in that situation. Other employability books that were available to help the counselors and students were:

Get Hired - 13 Ways to Get a Job by Durlyn Anema

I Want a Job by Hudson and Weaver

Getting and Holding a Job by Schneider

Preparing for the Job Interview by J. Wood

Occupational Outlook Handbook 1980-81 Edition

For the specific Employability Curriculum used by the project, please refer to the materials section.

REGULAR VOCATIONAL CLASSES

The Adult Cuban Immigrant Project provided services to Cuban students who were in vocational courses at the school district's centers or at other institutions. Many times, the students would progress through our classes on to vocational classes. The students were referred to other institutions because of the availability of tuition scholarships.

To insure that the student had enough English ability to succeed in the vocational class, the Interamerican Tests of Reading in English were used. The OPI/STEL scores and class performance were also considered when referring a student to a vocational class.

The occupational specialist's (OPS) role was that of a counselor and job developer. During the first year of the program, the occupational specialist would do group presentations on the various courses of study available at the school district's centers. Field trips to vocational facilities were made by several of the ESL classes. As mentioned before, the OPS conducted presentations on employability skills.

Another part of the OPS role was to provide individual counseling to the clients. During counseling sessions the students who were ready to move on to vocational classes were given career exploration exercises and the learning packets were available for their use. Leaflets on the various course of study were given to the student. In this step, the student was made aware of the requirements of the course and the general trade.

Another part of counseling included a meeting with the vocational teacher, student and OPS. This was done in order to further explore the actual course to see if the student still wanted to take this course. For students who were sure of what they wanted, this step was not included. When the vocational teacher could not meet with the OPS and the student, the school-based vocational counselor would provide additional information.

The vocational courses have requirements for entrance. Usually, the student must attain a certain reading level and pass a math test. Each vocational course required different levels and other types of tests.

After enrollment in the vocational course, the OPS would visit the class on a needed basis. The students who were encountering difficulties with the material or the teacher were visited more often. The OPS also had conferences with the teacher to discuss problem areas and find solutions. For example: a teacher complained of a student not being able to follow oral directions. The teacher did not know if it was a comprehension problem or an unvillingness to do as the teacher directed. The OPS talked with the student and found that the student had a partial hearing loss in one of his ears. Afterwards, this teacher was made aware of the problem and it was resolved. The student and teacher enjoyed a better relationship during the training program.

In addition, the OPS would help the student who was having trouble by providing additional self tutoring materials, or directing him to places where he could get help.

After completion of the vocational course the OPS also helped the student with job leads, preparing resumes and interview skills.

ESL FOR KITCHEN OCCUPATIONS/ESL FOR AUTO MECHANICS

The two English as a Second Language classes for specific vocational areas were offered in January 1982 and April 1982. The duration of each of the courses was nine weeks. The classes were offered two evenings a week.

The VESL courses were intended to introduce the students to the procedures, vocabulary, tools and safety rules of a particular trade. The intent was not to teach or supplant the regular vocational classes. These courses served as career exploratory classes or as an aide for the job that students already had. After completing the course, several students continued studying or found jobs in the vocational area. Prior to the courses being offered both the vocational and the ESL teachers planned the curriculum of the classes. Please see the outlines in Appendix E. Additional worksheets were developed, but are too voluminous to place in the report.

REQUIREMENTS FOR ENTRANCE

The students who were eligible for the classes had to have some speaking knowledge of English. The OPI scores were to be in the range of 1 up to 3. They also had to be interested in or working in a food service related job.

TEACHING METHODS USED

Prior to the beginning of the courses, the ESL teachers and the vocational teachers spent several hours planning and developing lessons. This included developing worksheets and focusing in on important areas of the vocational course. Each of the courses, had a component on the job process, safety procedures, tools and equipment and measurement. The job process component included: reading want ads, filling out a job application; organizing references, how to prepare for an interview, and interview role-plays. Safety units included tools and equipment safety, general shop safety and fire safety. Tools and equipment included introducing the major tools of trade, their uses and a demonstration of their operation. Measure-

ment covered introduction to the metric system, actual measuring practice and measuring tools and their uses.

The ESL teacher, who was bilingual, would introduce the new material in Spanish and then review it in English. She used ESL methods such as backward buildup, dialogs, substitution and transformation drills. Other audio-lingual methods were used in order to further reinforce the concept and the language.

The following evening the vocational teacher would review the same material but he would add demonstrations to the lessons. The students were able to ask the teacher specific questions about the technical skill. The vocational teacher was not bilingual, but had received training in the culture and background of the refugees and basic ESL methodology. He was, therefore, aware of the problem areas in pronunciation and comprehension difficulties.

ASSESSMENT

In the middle of the course, a review period was provided. In addition, a mid-term exam was provided. The test included all areas that had been covered. The format had true and false questions, fill-in-the blank and matching.

The final exam included oral identification of major equipment and sanitation procedures. At the end of the courses, students who had completed the course were given a certificate of achievement and a letter to the employer describing the course.

MATERIALS

Curricular materials and their relevance to the levels and needs of the students are integral as the teaching methods that were used. The training that the teachers received was directly related to the curricular materials.

The curriculum integrated coping skills and employability into the ESL class. The curriculum was keyed into the assessment instruments that were used. It is a competency based ESL curriculum that consists of purchased and locally developed materials. The following curriculum design was created after a thorough needs assessment of this student population was completed. The subsequent chart will provide a global view of the basic texts that were used at all levels.

ADULT CUBAN IMMIGRANT PROJECT
PREVOCATIONAL ESL CURRICULUM DESIGN

BASIC LEVEL ESL	INTERMEDIATE LEVEL ESL	ADVANCED LEVEL ESL
ESL for Adult Competency I Curriculum Guide for ESL I Everyday English I & II A Conversation Book in Everyday English I ESL Workbook I Pronunciation Drills	ESL for Adult Competency II Curriculum Guide for ESL II Everyday English III & IV A Conversation Book in Everyday English II ESL Workbook II	(Modern American English Book 5-6) Individual Vocational Packets and adaptations to curriculum
LIFE COPING SKILLS:		
ESL for Adult Competency I Curriculum Guide for ESL I Everyday English I & II	ESL for Adult Competency II Curriculum Guide for ESL II Everyday English III & IV	
EMPLOYABILITY SKILLS:		
Application Forms Individual Counseling Lap Packets in Vocational/ Technical Language	Job Application Language (ESL Teacher) Employability Skills Series (OS) The Work Series (OS) Using the Want Ads (ESL) My Job Application File (ESL)	
		*BEGIN VOCATIONAL/ESL
TEST INSTRUMENTS		
STEL 100-200 OPI 1+ -2 INTAKE + INVENTORY ABILITY + INTERAMERICAN SP +	STEL 200-300 OPI 2+ INTER ENG LEVEL 3 BVOPT	STEL 300-500 OPI 3+ INTER Level 4, 5 BVOPT

At the Basic level, English for Adult Competency was the primary text. An example of the chapter titles are:

Unit I	Identification and Communication
Unit II	Food and Money
Unit III	Health Care
Unit IV	Transportation
Unit V	Housing
Unit VI	Clothing and Fabrics
Unit VII	Looking for a Job
Unit VIII	Banking and Postal Service
Unit IX	Community Resources

Each unit has competency objectives and pre and post assessments.

Everyday English by Voluntad Publishers was used as a workbook for writing reinforcement. The units are keyed into English for Adult Competency. These books provided structured reading and writing exercises to further reinforce the skills presented in English for Adult Competency.

The Curriculum Guide for ESL I & II is a locally developed guide keyed to the Adult Perfomance Levels (APL). A student workbook and a teacher's guide accompany each level. Each unit contains and APL skill keyed to English grammar.

The teacher's guide contains ESL methodology for the teacher, a cultural orientation and the steps the teacher must take to bring about each activity and structured student's activities.

A Conversation Book for Everyday English I & II were used for free conversation activities in order to introduce or follow-up lessons. This book's progression and units are similar to the English for Adult Competency I & II. This book contains many visuals that enhance what is learned in the other texts.

Listening & Pronunciation is an important area in which the learners began

training early. The following sounds were isolated in order to help the teacher identify the problem sounds immediately.

ADULT CUBAN IMMIGRANT PROJECT

PRONUNCIATION

Most speakers of Spanish will have difficulty in the recognition and/or production of the following English vowel sounds:

(iy) vs (i) (beat/bit)
(i) vs (ɔ) (bit/but)
(ey) vs (e) (bait/bet)
(e) vs (æ) (bet/bat)
(e) vs (ɔ) (bet/but)
(æ) vs (a) (bat/but)
(a) vs (a) (cut/rot)
(ü) vs (u) (buck/book)
(ɔ) vs (ɔ) (but/bought)
(o) vs (ow) (cot/coat)
(ɔ) vs (ɔ) (cot/caught)
(u) vs (uw) (pull/pool)
(u) vs (ow) (could/code)

CONSONANT SOUNDS

(m) vs (ŋ) (ham/hang)
(p) vs (b) (pack/back)
(hw) vs (h) (whck/hack)
(w) vs (hu) (wac/whack)
(w) vs (g) (wag/gag)
(f) vs (θ) (fane/thane)
(v) vs (b) (vat/bat)
(θ) vs (t) (thank/tank)
(θ) vs (s) (thank/shank
(θ) vs (s) (thank/sank)
(ð) vs (θ) (thy/thigh)
(ð) vs (d) (than/dan)
(ð) vs (z) (then/zen)
(s) vs (s) (Sack/shack)
(s) vs (z) (Seal/zeal)

(č) vs (š) (chatter/shatter)

(ǰ) vs (š) (Jack/shack)

(ǰ) vs (č) (jest/chest)

(j) vs (y) (jam/yam)

Teaching English to Cubans by the Center for Applied Linguistics contained pronunciation drills that were used in the classes. Prior to the publication of this text, teachers were given exercises developed by the project that were a part of the teacher's training units. The individual training units are discussed in detail in another section of this report.

Listed under Test Instruments, are the instruments and the scores that each student had to achieve prior to moving up a level or receiving a certificate. Certificate Standards will be discussed in detail in the disengagement process.

PLANNING INDEX

Another planning instrument that was developed in order to facilitate the coordination of texts and teacher planning was the "Coping Skill Planning Index". Two were produced: one for the basic level and the other for the intermediate. Please refer to the index below.

ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	EAC II	EE III	EE IV	ESL II	ESLN II	SE I	SE II	HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
I. Introduction	2 hours									
1. Objectives									X	
2. Methodology									X	
3. Materials									X	
II. Food and Money	12 hours									
1. Grocery Ads, Grocery Shopping, Coupons		27-31			58-72	47-50			X	
2. The Supermarket		32-37	77-87		56-57	43-44			X	
3. Comparison of Food Quantity		38-40			59	45				
4. Asking for Change		41	78							
5. Eating Out/Tipping		42-46							X	
6. Following Recipes					47-55	36-42			X	
III. Housing	15 hours									
1. Looking for an Apartment		100				66				
2. House Ads		102							X	
3. Renting an Apartment, Buying a House		101			94-101 104-115	64-65 68-73			X	
4. House Rules		104-106								
5. Utility Hook-Ups		107			127-133	80-85				
6. House Repairs		108-110								
7. Household Appliances					118-124	75-79				
8. Payment of Utility Bills					144-155	89-99			X	
IV. Health Care/Safety	9 hours									
1. More Parts of the Body		56								
2. Describing Symptoms		55;57								
3. Making Doctor's Appointment		58								
4. At the Doctor's Office		61								
5. At the Dentist's Office		65								
6. Medicine		59;64								
7. Nutrition			87-88							
8. Safety at Home		68-69							X	
9. Emergency Telephone Numbers		66-67								

As you can see, the units are organized into the coping skills, and the instruction time is suggested. The titles used are abbreviated and the page numbers relate to the particular coping skill. For instance, the teacher would use

English for Adult Competency to introduce the topic and Everyday English and the ESL Student Workbook to reinforce the topic. Please refer to Appendix E for the complete index.

STRUCTURE/COPING SKILL CURRICULUM

It was necessary to develop a curriculum guide for structure, survival or coping skills and cultural necessities. It follows the same topic progression as English for Adult Competency. The topic units are: Identification, Time, Food and Money, Transportation, Health and Housing. Please see the chart.

ADULT CUBAN IMMIGRANT PROJECT

BASIC ESL CURRICULUM Page 2

UNIT III FOOD AND MONEY

ENGLISH STRUCTURES	SURVIVAL SKILLS	CULTURAL NECESSITIES
Structure Introduction: Modal -Would, would like, Would like to, would rather Statements & questions: We would like dessert, please. Would you like dessert? Contractions: I'd, you'd, he'd, she'd, we'd, they'd Short answers: Yes, we would. No, we wouldn't. Interrogatives: What would you like, Who.... How would you like. (How'd you like)	Food: Reading Menus Ordering in Restaurants Meals & U. S. Mealtimes Food Vocabulary	Thursdays' Ads Coupons: Where to find How to use
Structure Introduction: Noncount Nouns - (Singular & Plural) the some a a lot of an much a little Statements & questions: We want some water. How much water do you want? Short answers: a little, a lot, some Interrogatives: How much	Noncount Nouns tea soda beer ink chalk butter air water coffee salt sugar fruit milk toast pepper wine bread toothpaste meat juice furniture	Supermarkets: Locations of most reasonable ones Convenient Stores: Use only for emergencies
Structure Introduction: Use of Indefinite Pronouns - any, some, anything, nothing, else, another/one (Noncount & count nouns) Affirmative Statement: I want some coffee. Negative Statement: I don't want any coffee. Questions: Do you want some coffee? or Do you want any coffee? Short answers: (as "some" "any" substitute noun phrases) I don't want any/anything else. Do you have any stamps? Yes, I have some.	Food: Reading Menus Ordering in Restaurants Meals & U. S. Mealtimes	Exchanging goods: When allowed How to exchange Warning about using checks/checking accounts

As one can see the guide suggests the structure to be introduced and the survival skills that it may be combined with. Cultural necessities that need to be taught are also mentioned for the teacher. A verb list in English and Spanish also follows the units. These verbs are also found in the curriculum and on the written

texts. The grammar that is presented in the two levels of the curriculum guide are keyed to the beginning level and the intermediate level of the STEL.

EMPLOYABILITY SKILLS

Employability Skills were treated in the life coping and ESL texts. However, additional emphasis was needed in order to prepare student for the competive job search.

Application Forms by Frank E. Richards Company was used in order to provide the students with practice on simple application forms. The application forms become progressively more difficult as the students move through the text.

Individual counseling was provided by the occupational specialists. Many times basic level students needed to find a job immediately, therefore, counseling was necessary in order to prepare the client. Following please find the format that was recommended.

JOB DEVELOPMENT CHECKLIST

_____Review application orally with client
_____Client's application is filled out
_____Ask client about the specific job related skills
_____Ask client about working schedule.
_____Ask client about transportation to job site
_____Review dress requirements.
_____Emphasize arriving on time
_____References in written form
_____Review or role play interview questions on page 76-77, Applying for a Job from the Employability Skills Series

Additional tips are available on pp. 69-92.

_____ _____
Client Name OPS

_____
Date

Lap packets in Vocational/Technical Language that were prepared by the staff were used. These packets focused on the function work of jobs. They were translated into Spanish. Master tapes of packets were made available. Duplicates of the master tapes were made for the student's home study. The areas that were developed

are: Carpenter, Waiter, Electrician, General Hotel/Motel phrases, Machine Tool Operator, Medical Terms, Office Work, Bank Teller, Baker and Auto Mechanics.

As the student progressed in his/her English speaking ability he/she would progress on to the next level. Prior to going to the Intermediate level the student must score 1+-2 on the OPI and attain 100-200 on the STEL. At this time, the student would receive a basic level certificate, which allowed him to progress on to the intermediate level.

In the intermediate level, a stronger emphasis is placed on the Employability Skills.

The ESL teacher is responsible for teaching Job Application Language as it is appropriate to the needs of the students. Using the Want Ads a text by Janus Publishers is also used by the teachers to reinforce the concept and skill development by using the want ads as a means of finding a job. Job Application File a text, by Janus Publishers contains more difficult applications, than those found in Application Forms. The teacher uses the Job Application File only as a resource to lessons on employment.

The Work Series, by Hopewell Books, were used as topics for monthly work presentations by the occupational specialists. These books are written on a second grade reading level for the client's ease of use. The subjects that are covered are:

Taxes

Where to Get Help

Work Rules

Job Training Center

Getting to Work

The Employability Skill Series, a Florida Department of Education Publication, and which is available in English and Spanish was used by the occupational specialists.

The topics covered by this skill series are:

Job Changes

Your Job Search

Personal Finances

Choosing and Occupation

Good Work

In addition, some teachers planned units on these topics, a planning sheet was made available in order to help them facilitate planning the lesson. For a copy of the Employability Skills for the teacher, please see Appendix E.

VOCATIONAL CURRICULUM MATERIALS

The regular vocational courses that the students completed were standardized and operated under the State Education Department regulations. In the foregoing section, the process for the vocational courses was explained.

In addition to the Prevocational ESL Curriculum, vocational bridge materials were developed by the project. The rationale for this was to ease the transition for the student from the ESL class to the vocational class and/or the job.

Many times, the student would find a job and need some basic vocabulary of the job. Specific LAP packets were developed for this purpose. At other times, when students had difficulty with specific vocational units, the project responded by developing units which explained tools measurement an job terminology at a lower reading level. The materials included many pictures and exercises.

ESL for Kitchen Occupations and ESL for Auto Mechanics were full courses that were brought about in order to help students enhance and further their knowledge about these vocational courses.

Students who were intermediate to advanced were referred to regular vocational classes. The occupational specialist was responsible for helping the student with any difficulties that he or she encountered with the class.

LAP PACKETS - VOCATIONAL VOCABULARY

As mentioned before, the LAP packets were developed in several vocational and job areas that the clients had entered or wanted to enter.

The areas that were developed were: Hotel/Motel Housekeeper, Auto Mechanic, Electrician, Baker, Oxyacetile Welder, Secretary and Office Workers, Nurse and Ward Clerks, Cosmetologist, Machine Tool Operator, Hotel Operations, Stone Mason, Printer, Bank Teller, Farming, Carpenter.

These packets contained the high frequency function words that are used in a particular job area. Some packets such as, carpentry and auto mechanics contained pictures of tools and equipment and procedures of routine activities.

The student who had secured a job in one of these areas or wanted to familiarize himself with the vocabulary, could do so with the use of these packets.

In addition to the vocabulary lists, master tapes were made available for duplication. The student could follow the vocabulary with his tape copy of the technical vocabulary in English and Spanish. See Appendix E for a sample of one of the areas that were developed.

DISENGAGEMENT PROCESS

INTRODUCTION

This process took place when the student was able to become more self-sufficient. This process recognizes that the student has progressed in his learning of English, coping skills and pre-vocational skills. This process does not mean that all students left the program classes, in fact many found jobs, progressed in terms of English competency and continued in the classes.

This process describes the certificates of English competency, and the job development process that was followed.

CERTIFICATES

Rationale

Certificates were used for recognition and also as motivational devices.

The Certificate Competencies gave employers and others a clear idea of the level of English knowledge and what the student could handle in English. Several employers commented that the certificate helped them understand what to expect of an employee. Each level of the certificate is keyed to the grammar structures presented in the STEL and is consistent with the prevocational curriculum.

Certificates of English Competency were given to students who had achieved prescribed levels of English Competency. There are three levels of certificates: basic, intermediate and advanced.

Following are the requirements needed to attain the certificates:

Basic Certificate	OPI Score 0 - 1+
	STEL Score 100-200
Intermediate Certificate	OPI Score 2 - 3+
	STEL Score 300-400
Advanced Level	OPI Score 3 - 3+
	STEL Score 500-600

On the reverse of each certificate there are coping skills, grammar skills and employability skills.

Below are the competencies:

ADULT CUBAN IMMIGRANT PROJECT
BASIC LEVEL ESL CERTIFICATE
COMPETENCIES

_____I. Student is able to understand, speak, read, and write appropriate English in the following survival situations:

Survival Skills	Grammatical Structures
___Personal Identification	___Present Tense (I work)
___Telling Time	___Past Tense (I worked)
___Shopping for Groceries	___Modals: Polite Request (Would you please repeat that?)
___Transportation Services	___Future Tense (I will work)
___Seeking and Maintaining Housing	___Present Continuous Tense (I am working)
___Maintaining Health and Seeking Medical Assistance when needed	___Compound Sentences(I am working during the day and I am studying at night.)

____II. Student is aware of available social services.

___III. Student is aware of the accepted U.S. behavior in the following situations:

___Addressing People
___Greetings and Leave-Takings
___Making and Maintaining Appointments/Schedules
___Dining in Restaurants

____IV. Student is aware of the following employability skills:

___Choosing an Occupation
Completing an Application

ADULT CUBAN IMMIGRANT PROJECT
ADVANCED ESL CERTIFICATE
COMPETENCIES

____I. Student is able to understand, speak, read, and write English similar to an educated native speaker when using the following employability skills.

Employability Skills	Grammatical Structures
___Choosing an Occupation	___Subordinated Sentences (although, because, whether)
___Searching for a Job	___Conditional Sentences (If_____, I would____)
___Applying/Interviewing for a Job	___Conjuctions (and, but, or)
___Appropriate Job Behavior	___Adverbials of Time and Place (always, never,

____II. Student uses and understands the technical vocabulary specific to the chosen vocational training of_____.

___III. Student has completed Basic and Intermediate Grammar Skills.

For those students who maintained a good attendance record a "Certificate of Attendance" was given. For samples of the Certificates see Appendix E.

JOB DEVELOPMENT

This component helped reinforce the employability skills that students learned in their classes. It also facilitated the students finding and securing jobs. The Project's philosophy towards job development was for the students to gain a broad understanding of the world of work, learn how to find and maintain a job and how to progress in this society.

When a student was in need of a job and showed consistency in the classes, he was referred to prospective employers. Before a student could be referred the Occupational Specialist had to go through the following checklist.

JOB DEVELOPMENT CHECKLIST

_____Review application orally with client
_____Client's application is filled out
_____Ask client about the specific job related skills
_____Ask client about working schedule.
_____Ask client about transportation to job site
_____Review dress requirements.
_____Emphasize arriving on time
_____References in written form
_____Review or role play interview questions on page 76-77, Applying for a Job from the Employability Skills Series

Additional tips are available on pp. 69-92.

_____ _____
Client Name OPS

_____
Date

This checklist was instituted in order to ensure that the student be given additional individual help just before his interview. We also wanted to make sure that the student understood about work schedules, transportation, etc.

The exact Occupational Specialist duties in this area were as follows:

1. to maintain a current list of job openings.
2. to establish good communications with employers of refugees.
3. aid the students in acquiring the skills needed for obtaining the job.
4. actual referral of clients to employers who have currents openings.

5. conducting follow-up visits with the supervisors where the refugees were employed.
6. if needed, counseling the participant about improving job habits an work attitudes.
7. aiding the client in obtaining a better job or upgrading his job with the current employer.

The following form was used in order to maintain a job bank. This job openings were made available to each Occupational Specialist.

REQUEST FOR JOB PLACEMENT

Form G-11

Job Category _____

Date Received _____ Request No. _____

Requestor _____ Telephone No. _____

Address _____

Person to Contact _____ Title _____

Title of Job to be Filled _____ Number of Openings _____

Job Description _____

_____

_____

_____

Working Hours _____ Starting Salary _____

Other Requirements _____

Clerical: Type _____ W. P. M. Shorthand _____ W. P. M. Office Machines _____

POST ENGAGEMENT PROCESS

This process was used to follow-up on students who had left the program. Some were successful and had secured jobs, others had dropped out. This process was also used to re-motivate the students who had dropped, to start again.

Rationale

The follow-up form was a documentation device used to determine what the reasons were for non-attendance. The contact was made over the phone or at home.

COMMUNITY/WORK ENVORONMENT

INTRODUCTION

In this section, eight anecdotal reports describe the typical participants of this Project. The group was chosen at random from the consistent participants. A consistent participant is defined as one who attended classes regularly for a period of at least 8 months.

In the individual histories, a beginning and ending oral English score is given along with past education and other circumstances that effected the students' lives. Social and occupational services that were given are also included. A short summary provides the status of each student. (These case histories were written by the Occupational Specialists.)

This client is 37 years old, married with three dependents. He is already a skilled tool maker receiving high wages and working for a secure company. His main concern is a career change because his actual job duties are hazardous to his health. The chemical substances that he has to use, result in a strong allergic reaction on his hands. The solution for this problem was solved when the employer transferred the client to other duties and the client applied medications. His entrance scores in oral proficiency and grammatical structure were at an intermediate level. After three months he improved to the advanced level. The first OPI was 1+ (40), and the final OPI was 3+ (65), STEL - 49/50 (advanced), Interamerican was at the 10th grade level. His goal was to study computer programming. The occupational specialist analyzed, together with the client, all the educational alternatives in relation to cost and time. The client decided to study basic principles of computer programming at Orlando Vocational Technical Center. When the course is completed the client will transfer to a University or to a specialized technical school to continue his studies.

OPI Beginning Oral	OPI Ending Oral	Raw/Levels Amount of Change
40 (1+)	65 (3+)	25/3

Reading level in Spanish - 10.0 grade level.

English Reading/Writing

STEL - 49/500

This client arrived from Cuba on August 23, 1980. He is 24 years old, married with two dependents and has an eleventh grade level of education. He entered the program in August, 1981, where he received orientation and vocational counseling. His career goal was at that time to become a nurse. Educational materials and orientation were provided in order to establish a plan to meet minimum requirements. The client needed to improve his English vocabulary and structure proficiency, obtain a GED certificate with chemistry and biology being the last steps before entering the vocational program.

During a period of one year this client was hesitant and undecided about attending a GED program. Class attendance was low and a series of personal problems kept him down and insecure about his potential to achieve that goal. The Occupational Specialist visited the client and using a cooperative counseling technique motivated and pointed out to the client the importance of taking advantage of the vocational opportunities open to him. His entrance scores in oral proficiency and grammatical structure were at the high basic level, now he is at the advanced level. The first OPI was 1+ (38) and the final OPI was 2+ (53), STEL- 33/300, Interamerican was at the 5.1 grade reading level in Spanish.

The client was referred to the Educational Program offered to the Florida Hospital employees that provided educational scholarships. The client said that he was a fool in not taking the necessary courses a year before.

Through the assistance of the Project and Florida Hospital, he registered at Mid-Florida Technical Institute and completed chemistry and math with high grades. Now, he is ready to take the College Entrance Examination at Seminole Community College where he will study toward a Respiratory Technician Certificate. Depending on his grades, Florida Hospital will repay up to 100% of client's college fees and expenses.

OPI Beginning Oral	OPI Ending Oral	Raw/Levels Amount of Change
38 (1+)	53 (2+)	15/2

Reading in Spanish - 5.1 grade level

English Reading/Writing
STEL - 33/300

This client is 24 years old, married and has a four year old son. She entered our program on March 11, 1982 with an over-abundant desire to learn English. Financially, her husband would be unable to support the family for any length of time due to his meager earnings. She needed help from HRS. Her attendance record at First Florida Savings further validates here desire to learn English - 98.4%

This client scored a 38-1+ on her first OPI. This is equivalent to an intermediate, basic class. Within six months she had reached a proficiency of 61-2+, and was able to gain employment through the efforts of the Adult Cuban Immigrant Project. She immediately was removed from HRS.

She had had a sixth grade education in Cuba. However, on the Interamerican Tests of Reading in Spanish she scored on a third grade level. When she first entered our program, she was unable to fill out a job application or follow orders in English. She is now employed at Valencia Community College - East Campus. The Occupational Specialist helped to prepare her for the interview.

This client, as of March 1983, as well as her husband realize the importance of knowing English and are presently studying at the Reeves Court class, a classroom provided by the Orlando Housing Authority. In order to further aid her, our social worker has helped her receive services from 4-C, nursery care for her child.

OPI Beginning Oral	OPI Ending Oral	Raw/Levels Amount of Change
38 (1+)	61 (2+)	23/2

Reading Level in Spanish 3.0

English Reading/Writing

STEL - 16/100

This client is 42 years old and is married. He entered the program on April 12, 1982 at Mid-Florida Technical Institute. He did not know how to read or write in Spanish. At this time (March, 1983) his attendance is perfect, he is always on time even though his only transportation is his bicycle. When he started his OPI score was 19 (0+) and as of February 7, 1983 he scored a 27 (1+) on the OPI. His English pronunciation and speaking ability has greatly improved. He is able to read books in English on the 2.0 grade level.

On June 10, 1982 he was awarded a certificate for perfect attendance. This was the first time his efforts had ever been recognized. This factor remotivated him to strive even further in his job and in class. His employer was impressed with his progress and he received a raise in pay.

At this time, he continues to be a consistent student, and is progressing in spite of his low literacy level.

OPI Beginning Oral	OPI Ending Oral	Raw/Level Amount of Change
19 (0)	27 (1)	8/1

Reading in Spanish - Non-Literate

Reading in English - Able to read at 2.0 grade level.

This client is 48 years old and married. He entered our program on July 2nd, 1981. At that time he was illiterate in his native language. This was attested by his inability to answer any of the questions on the Interamerican Spanish Reading Test. The client's English proficiency was at a very basic level (16)-0+ in the OPI.

The Occupational Specialist immediately started working with him individually to teach him how to read and write in English. The Occupational Specialist made tapes for him with the ABC's, vowel sounds, job vocabulary and gave homework every evening. The student was very interested in becoming literate and really working hard along with the occupational specialist, the teachers and the teacher's aides that aided the students.

He was awarded the Employee of the month award in March 1982 at the Navy Base Center. He received a beautiful wooden plaque, a certificate of appreciation, and an official letter of "Personal thanks for a job well done" from the commanding officer.

He had improved from the basic level to an Intermediate level (48)-2+. He was able to take a STEL test in November 1982 and scored a 12. The client's dedication to his English class and to his work earned him two salary raises during 1982. He is taking a correspondence course in Auto Mechanics thanks to his newly acquired reading and writing skills.

This client's great ambition is to be an owner-operator of an auto mechanic shop. He continues studying English in our program and has a very good attendance record.

OPI Beginning Oral	OPI Ending Oral	Raw/Level Amount of Change
16 (0)	48 (2+)	32/4

Reading level in Spanish - Non-Literate

English Reading/Writing STEL 12/100

This client is 44 years old. He was divorced in Cuba with two children. When he entered o u r program in July, 1981, he was a temporary worker for an electric company. His English proficiency score was basic (23)0+ on the OPI. He was placed at the high part of the beginning level.

This student loves to learn about United States culture, customs, people, history, etc... He loves the United States. He appreciated the opportunity to be in United States. His dream is to become an American citizen, that is why he wanted to learn English fast. His attendance was almost perfect.

While he was in the program he was given various job presentations and the electrician vocabulary. In December 1981, he began looking for a job because his contract in the electric company was going to finish.

He was referred by the Occupational Specialist to the job openings, but he was not hired because of his lack of English.

With the help of our Occupational Specialist he began to study the electrician vocabulary. The OPS made some tapes with this vocabulary for him and helped him to understand it, and pronounce the words. She provided role playing about a job interview with this vocabulary. He continued studying English four nights a week and he progressed from the basic to the intermediate level (48) 2+. His STEL score was 21/200. He received the basic ESL certificate.

In March 1982, he signed a contract for a permanent position as an electrician in the Bryant Electric Co. This progress in English and knowledge of the electrician vocabulary has earned him a salary of $12.00 per hour.

He left our program in June 1982. He got married and moved too far from our center, but is still working with the Electric Company and is doing very well.

OPI Beginning Oral	OPI Ending Oral	Raw/Level Amount of Change
23 (0)	48/2	25/3

English Reading/Writing STEL 21/100

Reading in Spanish - 5.3. grade level

This client is 33 years old. He is married and the proud father of two children. When he entered our program on September 28, 1981, he was unemployed. His English proficiency score was (37)-1+ on the OPI and was placed in the advanced, basic class at Webster Adult Center.

This client is a precision tool and die maker. In order to practice his trade he would have to reach a high level of English competency. His attendance was greater than 90%.

While he was in the program he was given various job presentations and a tool and die trade vocabulary. In a little under one year, he was able to communicate sufficiently in English to be able to take a machine tool operator's course offered at Mid-Florida Technical Institute. To enter this course he had taken a reading test in English in which he scored on a 6.0 grade level. Half way through this course he gained employment at Calibron, Inc., located in Lake Mary -Longwood.

He was aided by the Occupational Specialist in obtaining this job. His ability in English had improved sufficiently to be able to read blueprints, a necessary criteria in gaining employment at the above company.

The Occupational Specialist also helped him overcome his poor pronunciation and poor vocabulary. Through the project personnel efforts, he was able to score a (73) on his OPI - a 3+ level indicating he had reached the higher advanced class.

This client was able to complete his course in January 1983 and is considered an expert as a machine tool operator by his company. He loves the United States and all the opportunities it has to offer. His wife, motivated by his success, took a beautician's course and has acquired a license. His two children are presently attending an Orange County Public School.

OPI Beginning Oral	OPI Ending Oral	Raw/Levels Amount of Change
37 (1+)	73 (3+)	36/4

Reading in English (Reading for Understanding) 6.0 grade level.

Our client is 63 years old. She is divorced and has two children, both are married and presently residing in Florida. When this client entered our program on September 2, 1981, she was unemployed. Her English proficiency was 16 (0+) on the OPI and she was lacking the proper skills to find a job.

While in the program she was given various job presentations e.g. "How to fill out an Application for Employment", "How to Properly Respond during an Interview", etc... This client was referred by our program to the Royal Plaza Hotel for a housekeeping position. This resulted in her removal from Public Assistance (H.R.S.). She had to quit this position because of transportation problems. Then she was referred to the Sheraton Twin Towers and was hired as a maid. Her dedication to her work soon earned her the "Employee of the Month award. She continued studying English and learning job specific vocabulary. Her English improved from a very basic (16)to an intermediate (38-1+). In December 1981, less than two months after being hired, she was upgraded to the position of assistant supervisor of the Housekeeping Department.

She left our program in May, 1982 because of additional responsibilities. In late May, 1982, she moved to Tampa with her son.

OPI Beginning Oral	OPI Ending Oral	Raw/Level Amount of Change
16 (0)	38 (1+)	22/2

Reading in Spanish 9.0 grade level

English Reading/Writing STEL - Unable to administer

AGENCIES THAT AIDED THE PROJECT IN MEETING ITS OBJECTIVES

During the course of the Project many local governmental agencies and community organizations helped the Cuban entrants procure our educational and employment services.

PRIVATE BUSINESSES

At various times during the project agencies were informed of the project purpose and the services it offered. Several appearances were made on local television and radio programs, in English and Spanish. Most of the advertising was done via a local Spanish radio station "La Magica". The project administrator and the outreach worker were guests on the half hour show "Community Forum". Several other times the owner ran our class advertisements as free public announcements.

Some Spanish language newspapers were very helpful to the Project. They often ran stories and free advertisements. The three newspapers are: El Noticiero, La Semana and El Imparcial.

English language television has also been involved in publicity for the Project. The public radio/T.V. station channel 24/FM 90 have each sponsored a half hour talk show on the services. Channel 2 sponsored a bilingual Minute Memo.

Several Latin grocery stores and restaurants have aided the project with the referral of students. They have permitted the Project to post advertisements on their business premises.

Several local doctors were helpful in aiding those students who were referred to them by providing them with low cost services.

LOCAL GOVERNMENT AGENCIES

Affiliation with the Orange County School Board was often very helpful to the Project. The School Board departmental newsletters published articles about the project and its services: For example: the Vocational Adult and Career Education newsletter, For Adults Only, and the Educator. The latter publication has a circulation of 60,000. The individual community and vocational schools have aided the Project in gaining publicity.

The local HRS office permitted the Project to post advertisements in their offices. They also referred several students to the project classes. The local Community Cordinated Child Care agency was very helpful in providing child care to those students who attended our classes on a full time basis. The Florida State Employment Service also posted information in their agencies. Several job referrals were made to them, but due to the lack of bilingual personnel the clients were reticent to go.

The CETA office of Orange County posted advertisements and referred clients to our project. Due to the English proficiency requirement and the reduced funding level, CETA was not able to aid all of the clients who were referred to them.

The Orlando Housing Authority provided space in their Community Room for our classes. They also advertised the Project classes in their newsletter. Their involvement and aid was helpful to the clients. Several clients that were referred to them procured housing.

Agreements for referrals from the Court System (Probation Division) were operational. This linkage proved to be successful when dealing with the probation clients whose infractions were misdemeanors. There was no formal agreements made for felony probates, however, some attended and benefited from the classes and counseling.

Community Affairs, an Orange Agency, posted our class advertisements, referred clients and provided rental and transportation assistance.

COMMUNITY BASED ORGANIZATIONS

The local branch of the Catholic Social Services was helpful in referring clients to our program. The bilingual social worker in this office was very helpful in providing us with information and guidance to the clients.

The Community Services Center of South Orange was very helpful in providing our needy clients with emergency food and clothing. They also referred clients to our program.

The Florida Council of Churches, a branch of Church World Services, provided referral services via their bilingual secretary. We referred clients to this agency for resettlement and some job assistance. On many occasions, this agency was able to provide assistance.

The Metropolitan Urban League of Orlando was very helpful in referring clients to our program for English and career assistance. They also aided in helping our students find housing and other assistance.

At the beginning of the project the Beth Johnson Mental Health Clinic, which had a refugee assistance program, was helpful in referring students to our program. Due to the cut in funding, Beth Johnson was unable to continue services.

TOTAL PUBLICITY EFFORT

For a complete list of all the agencies that worked with the project, please see Appendix F .

ADULT CUBAN IMMIGRANT PROJECT

PUBLIC RELATIONS

The following are public appearances were completed by the Adult Cuban Immigrant Project since the beginning of the project, May of 1981.

MAY, 1981

Throughout the month of May, 1981 the Adult Cuban Immigrant Project did presentations and advertising at the following agencies:

1. CETA
2. Health and Rehabilitation Service, Inc. (HRS)
3. Department of Education (US. DOE)
4. Florida State Employment
5. Beth Johnson Mental Health Clinic
6. Urban League
7. Florida International University
8. Cuban Resettlement Center
9. Latin Business Commerce of Orlando Chamber of Commerce — May 29
10. Phelps-Stokes Institute

ADVERTISING:

1. Program Appearance on "El Foro de la Comunidad"
   Carolina MacNaughton
   Tomasita Ortiz
   Oriana Linares

JUNE, 1981

PRESENTATIONS:

1. First class opened at Colonial High School. — June 22

ADVERTISING:

1. Initial Promotional Materials distributed to 25 different Latin Businesses, 5 Churches, 5 Community Centers

JULY, 1981

PRESENTATIONS:

1. Channel 24: "Postscripts"
   Spanish Programming with Cathy Nash — July 9
2. Press Release for Project classes in: El Noticiero, El Imparcial, La Prensa.
3. Program Presentation "El Foro de la Comunidad"
   by: Olga Marques & Otto Meruelo — July 26

ADVERTISING:

1. Radio Station "La Magica" Public Announcement Program Promotion by Olga Marquez.
2. Schedule of classes in Spanish, printed and distributed to different agencies and Latin Businesses for informative purposes.
3. Promotional materials made for public information on project and classes. Three were done on the month of July.

AUGUST, 1981

PRESENTATIONS:

1.	Advisory Committee Meeting	August 11
2.	Channel 24: Presentation for talk show	" 12
3.	Channel 9: Community Bulletin for Announcement	" 13
4.	Information and Referral (presentation)	" 13

ADVERTISING:

1.	"La Prensa" Newspaper: Article done by O. Meruelo in Spanish.	
2	Bulk rate post cards on interests of Cuban Refugees	August 24
3.	Advertising for classes through "El Sombrero" (newsletter for residents of Spanish Villas Apartments).	
4.	Publication of introduction of project and classes done by O. Meruelo for the following media: "La Magica" Radio Station, "El Noticiero", "La Prensa", "El Imparcial"	August 18
5.	Schedule of classes printed in "El Imparcial" newspaper in Spanish.	August 31
5.	Article printed about our project from Vocational, Adult, Career Education (newsletter from Orange County Public Schools).	
6.	Article printed about our project from newsletter For Adults Only (OCPS)	
7.	Public announcement done at "La Magica" for project classes.	August 29
8.	Program presentation for "La Magica" radio station "Forum de la Comunidad" by O. Marquez	" 25

SEPTEMBER, 1981

PRESENTATIONS: Done at following agencies, businesses, etc...

1.	Florida State Employment Service	September 4
2.	Door to door recruiting	" 14
3.	Health and Rehabilitation Service	

4. CETA
5. The Chamber of Commerce
6. Volunteer Steering Committee (Ft. Lauderdale) — September 25
7. Vista Volunteer Committee — " 28
8. Advisory Committee Meeting — " 28
9. Individual interviews with Adult and Community School Administrators.
10. Project involvement with Chamber of Commerce in promoting Hispanic Week.

ADVERTISING:

1. Advertising: for classes and project through Northland Community Church newsletter — September 6
2. Promotional material distributed on information for transportation.
3. Schedule of classes printed in "El Imparcial" newspaper in Spanish. — " 23
4. Public announcement: "La Magica" Radio Station for Project classes. — " 25
5. Project involvement with Chamber of Commerce in promoting Hispanic Week continues.
6. Promotional materials distributed throughout agencies and Latin businesses for recruiting students.
7. Promotional material distributed throughout Latin businesses and agencies announcing the opening of ESL class at Florida First Federal Savings. — " 15

OCTOBER, 1981

PRESENTATIONS:

1. Newscenter 2: Public announced Minute note televised thru the rest of the year. — October 30
2. Presentation at Health and Rehabilitation Service — " 21
3. Interview with Judge Formet for Traffic Violators — " 22
4. Press Release: For Adult Education Publicity Campaign on Outreach and Occupational Skills. — " 12
5. Channel 24: "Postscripts" Program presentation with Cathy Nash — " 2
6. Tour at Mid Florida Tech of facilities sponsored by ACIP — " 12
7. Center for Applied Linguistics field testing of materials with Ann Moore — " 20
8. Advisory Committee meeting — 13

ADVERTISING:

1. Public announcement: "La Magica" Radio Station for classes — October 10

NOVEMBER, 1981

PRESENTATIONS:

1. Presentations done at following schools by O. Marquez:
   Lancaster, Cheney, Pine Castle, Hillcrest, Winegard, Englewood — November 4
2. Agreement for Probation Clients with Judge Stone. — " 23

ADVERTISING:

1. Article on our project from the Educator's Newsletter "Refugee Entrants Get Help"

DECEMBER, 1981

PRESENTATIONS:

1. Presentation for counselors. Department Court Alternatives. Carolina MacNaughton and Olga Marquez — December 3

ADVERTISING:

1. Promotional Material distributed for the opening of the Auto Mechanics course.

JANUARY, 1982

The following are public appearances completed by the Adult Cuban Immigrant Project since the beginning of the project May, 81.

PRESENTATIONS:

1. Community Affairs - by Olga Marquez
2. Health & Rehabilitation Services - by Olga Marquez
3. Housing Authority - by Olga Marquez
4. GULF TESOL "ESL for Cuban/Hiatian Refugees" Presentation "Pre-Vocational ESL for Refugees - Carolina MacNaughton — Jan. 15
5. Door to door recruitment - Olga Marquez
6. English as a Second Language for Kitchen Occupations Mid Fla. Tech (class opening in February) — Jan. 26

ADVERTISING:

1. Program; "La Magica" Radio Station For Kitchen Occupation, ESL and regular (classes) ESL classes. — Jan. 20

FEBRUARY, 1982

PRESENTATIONS:

1. Presentation to the Mayor's Advisory Council on Hispanic Affairs - C. MacNaughton, O. Marquez — February 1
2. Child Care 4C- O. Marquez — 3
3. Presentation to Managers of West Orange Farmworkers Clinic — 5
4. Presentation on Adult Education Classes to Elementary Principals-C. MacNaughton — 16 -19
5. Urban League Meeting - O. Marquez — 23
6. Advisory Committee Meeting — 9

ADVERTISING:

1. Promotional materials posted at Social Security Office — 15
2. Promotional materials posted at Spanish Villas — 17

MARCH, 1982

PRESENTATIONS:

1. Presentation: With Representatives Bill McCollum & Mazzoli, Chairman of House Committee on Immigration and Refugee Affairs.
   Subject: Refugee Education and further needs in Orlando Area. C. MacNaughton — March 6
2. Door to door recruitment - O. Marquez

ADVERTISING:

1. Promotional materials distributed at Catholic Social Services. — 15

APRIL, 1982

PRESENTATIONS:

1. ESL for Auto Mechanics offered at Mid-Fla. Tech. — April 13
2. Meeting with Florida Hospital-Education Department — 20
3. Presentation: Public Hearing
   Florida State Commission of Hispanic Affairs - C. MacNaughton — 24
4. Door to door recruitment

ADVERTISING:

1. Public announcement: "La Magica" Radio Station — April 6
2. Public announcement: "La Magica" Radio Station
   For opening of Auto Mechanics class.

MAY, 1982

1. Newsletter: Printed and distributed to all students and teacher's of project. (monthly information of activities)

JUNE, 1982

PRESENTATIONS:

1. Presentation at Health And Rehabilitation Services
   District Coordinator of Refugee
   Program - C. MacNaughton
2. Project goal achieved June 11

JULY, 1982

PRESENTATIONS:

1. Advisory Committee Meeting July 15
2. Distribution of Community Resources Guide to various agencies, School Board Departments, and businesses. (personal distribution by C. MacNaughton)

   Health & Rehabilitation Services
   Florida Council of Churches
   Bureau of Unemployment Compensation
   Catholic Social Services
   Central Florida Young Men's Christian Association
   Christian Service Center for Central Fla., Inc.
   Community Service Center of So. Orange County, Inc.
   Community Coordinated Child Care for Central Fla.
   Equal Employment Opportunity Department
   Goodwill Industries of Central Fla.
   Head Start
   Health & Rehabilitation Services, Inc.
   Information & Referral
   Legal Aid Society of the Orange County Bar Assoc.
   Metropolitan Orlando Urban League, Inc.
   Orange County Citizens Advisory Council on Aging, Inc.
   Orange County Health Department
   Orange County Medical Clinic
   Orange County Training & Employment Office
   Orlando Displaced Homemaker Program
   Orlando Public Library
   Orlando Regional Medical Center
   Orlando Rescue Mission, Inc.
   Osceola County Achool Board
   Public Defender Ninth Judicial Circuit Juvenile Division
   Social Security
   Thee Door of Central Florida, Inc.
   Volunteer Service Bureau, Inc.
   We Care Inc.
   West Orange Farmworker Health Association
   Human Services Planning Council
   Department of Community Affairs

3. Newsletter: Printed and distributed to all students and teacher's of Project. (monthly information of activities)

AUGUST, 1982

PRESENTATIONS:

1. Meeting with Public Defender - Possible Linkage — August 10
2. Meeting with Orlando Housing Authority Directors Project Orientation — 19
3. Presentation: To Governor's Office staff for Refugees on Project Curriculum — 24
4. Newsletter: Project newsletter to all students and teachers.

ADVERTISING:

1. Public Announcement: "La Magica" Radio Station Advertising for the new class at Reeves Court. (in Spanish)
2. Advertisment in newspaper "La Semana" for classes starting in August. — 24
3. Promotional materials printed and distributed for new class at Orlando Housing Authority
4. Newsletter: Project newsletter to all students and teachers.

SEPTEMBER, 1982

1. Mini-Presentation to VACE Staff on Project accomplishments — Sept. 14
2. Presentations: To all ESL classes from project on "Automobile Accident Information" (Started in this month and to be completed in October.
3. Newsletter: Printed and distributed to all students and teachers of Project. (Monthly information of activities)

ADVERTISING:

1. Advertisement in newspaper "La Semana" Promotional for recruiting — Sept. 2

OCTOBER, 1982

1. Newsletter: Project newsletter to all students and teachers.
2. Mini-Presentation: to all ESL classes from project on Automobile Accident information completed
3. Newsletter from Housing Authority. The Manor, announcing classes at Reeves Ct.

NOVEMBER, 1982

1. Mini-presentation: on Rights of a Arrested Person. to all ESL classes by Olga Marquez
2. Newsletter: Project newsletter to all students and teachers.
3. Newsletter: From Florida Hospital promoting classes at hospital.

DECEMBER, 1982

1. Mini-presentation: to all ESL classes from project on The Rights of the Tennant by O. Marquez
2. Luncheon: With Radio Station Representatives for Certificates of Appreciation.
3. Promotional material don in Spanish for new year 83 beginning classes.
4. Promotional Radio on La Magica for beginning of classes of 83
5. Newsletter: Project newsletter to all students and teachers.
6. Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education. Online computer search for our Community Guide.

FEBRUARY, 1983

1. Mini-presentation: On Internal Revenue Tax Forms To all project classes by O. Marquez.

APRIL, 1983

1. Mini-presentation: on Medical Services to all ESL Classes from project by O. Marquez.

ADVERTISING MATERIALS

The following are promotional materials prepared for advertising of our project.

JULY, 1981

The following schedule was printed in July to be distributed at different agencies, latin businesses and schools for informative purposes. (printed in Spanish)

ADULT CUBAN IMMIGRANT PROJECT

HORARIO DE CLASES ACTUALES 857-2553

Colonial High Community School -Oleander Drive
6:30 - 9:30pm - Lunes y Miércoles - Srta. Hall/Sr. Orozco
6:30 - 9:30pm - Martes y Jueves - Srta. Barreto

Mid Florida Tech. Institute - 5900 Oak Ridge Rd.
6:30 - 9:30pm - Lunes y Miércoles - Debouise/Meléndez
6:30 - 9:30pm - Martes y Jueves

Orlando Voc/Tech. Center - 301 Amelia St.
6:30 - 9:30pm - Lunes y Miércoles - Srta. Ortiz

Boone High Community School - Mills Ave. & Kelley Ave.
6:30 - 9:30pm - Martes y Jueves
6:30 - 9:30pm - Lunes y Miércoles

The following three (3) promotional flyers were printed and distributed throughout agencies, latin businesses, and schools for July. Publicity of new ESL classes with our project.

(SEE FOLLOWING THREE PAGES, ITEMS 1, 2 & 3)

IMPROVED COMPETENCIES IN ENGLISH

INTRODUCTION

In this section, the total number of participants who obtained or improved their competencies in the English language is presented. The results of the participants progress in English reading, writing understanding and speaking is given.

Who Was Tested?

All participants (538) were given the OPI (Oral Interview), students who had a basic speaking knowledge of English were given the STEL (Structured Tests of English Language). The Interamerican Tests of Reading were given to those students who we were able to test due to the nature of the instrument.

How Many Were Tested?

OPI

Five-hundred and thirty-eight [538] tested on OPI. Three-hundred and thirty-seven [337] received a second OPI. Sixty-two percent [62.63%] of the total participants received a second progress test.

STEL

As stated before, the student needed to have a basic knowledge of English prior to taking this test. Therefore, only [101], 18.8% of the participants were tested. Fifty-one [51] or 50.4% received a second STEL test.

INTERAMERICAN

Due to the our purposes for this test, retest was not necessary. Only 21% [113] were tested.

RESULTS

OPI Beginning

The average raw beginning OPI score was 24. [O+] for all participants. The average raw beginning OPI score for the consistent students [337] was 26 [1]. On those who are not consistent (attended less than 6 weeks) the raw beginning OPI score

was 22 [0+].

OPI - Ending Scores

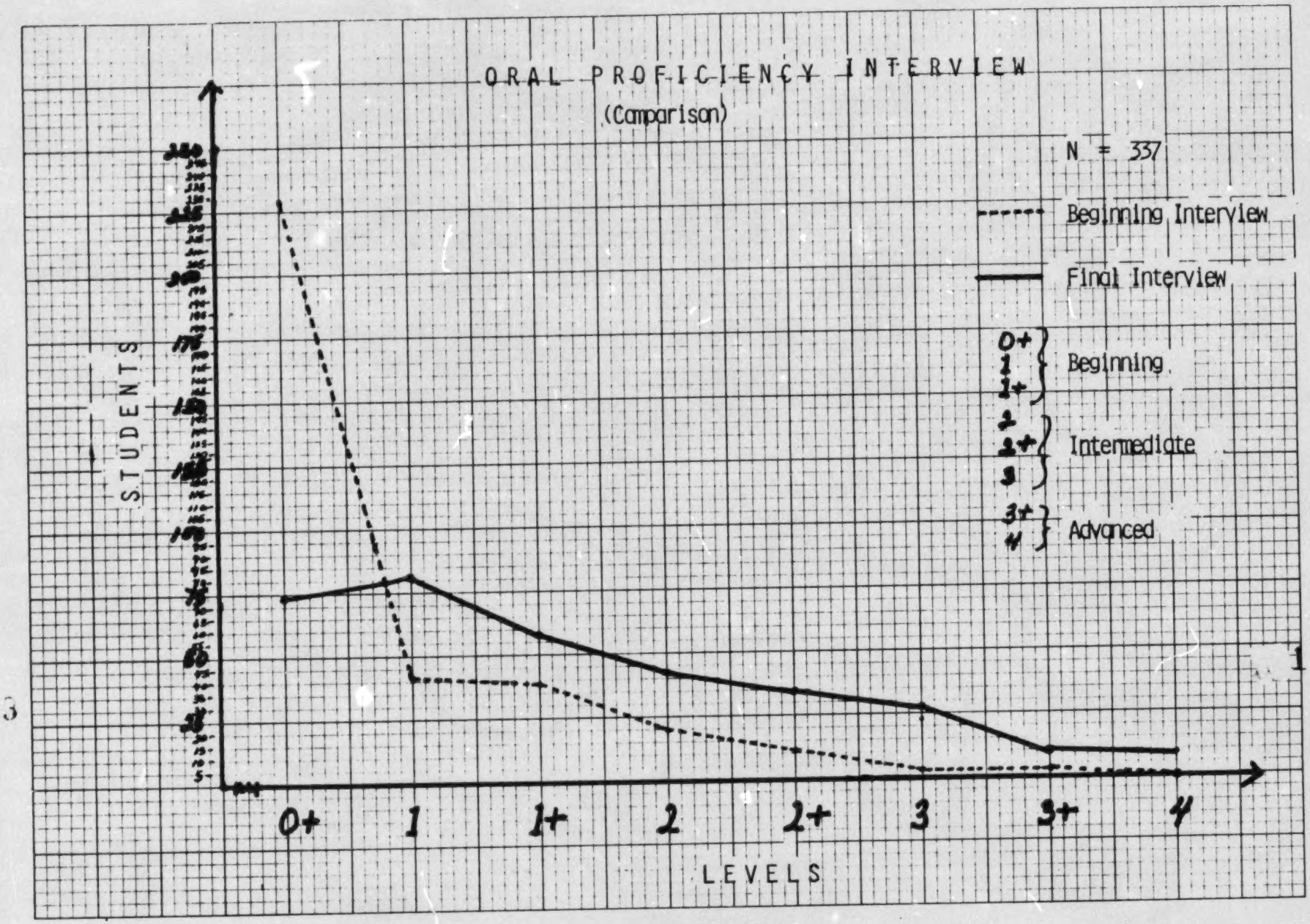
The average raw ending score for the 337 consistent participants was 39 [1+].

Improvement on the OPI

The average points improved on the OPI was 13.40 per student. Each level comprised 9 points so the average student progressed 1.48 levels.

Comparison of Beginning and Ending OPI Scores

Please see graph below.



97
10 Squares to the Inch
12-280

RESULTS

Beginning Scores of the STEL

The average beginning STEL for all participants is given in the table below:

AVERAGE BEGINNING STEL FOR ALL PARTICIPANTS

Levels	100	200	300	400	500	600
Number	41	22	22	5	9	2
Average	14	24.5	34	30	40.2	37
Level	100	200	300	400	500	600

The 100 and 200 are basic, 300-400 intermediate, 500-600 are advanced levels. The number is equal to the number who took the test in each level. The average level is computed by adding all the scores and dividing by the number who took the test.

The average beginning STEL score for all participants who took a second STEL a second time, the student had to be in the program for 9 weeks since the first STEL.

AVERAGE BEGINNING STEL FOR PARTICIPANTS WHO TOOK A SECOND STEL

Level	100	200	300	400	500	600
Number	18	11	14	3	4	1
Average	13	24.6	33.58	30	40	38
Level	100	200	300	400	500	600

The average beginning STEL for the participants who took only one STEL is found in the table below:

AVERAGE BEGINNING STEL FOR PARTICIPANTS WHO ONLY TOOK ONE STEL

Level	100	200	300	400	500	600
Number	23	11	8	2	5	1
Average	15	24	35	30	41	36
Level	100	200	300	400	500	600

The average ending score for the participants who took a second STEL follows:

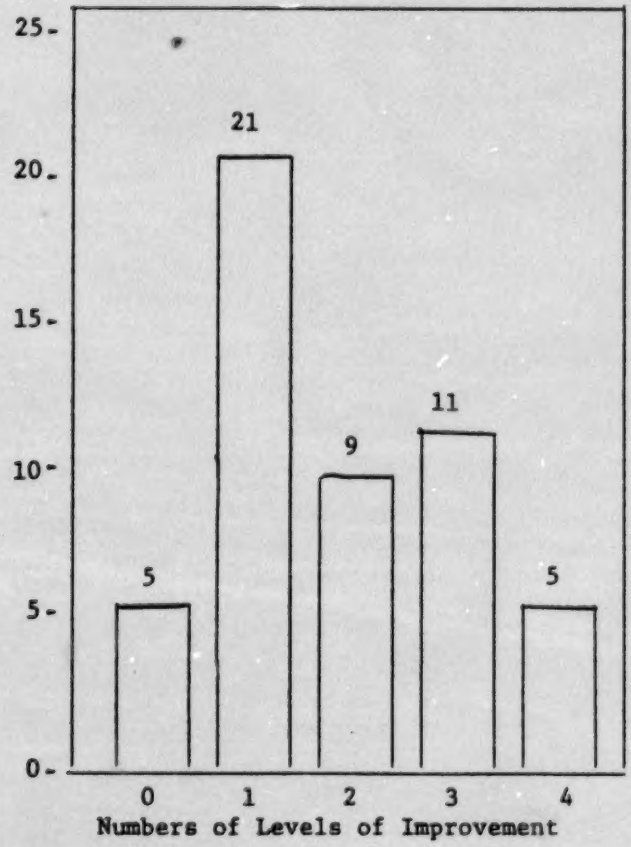
AVERAGE ENDING SCORE FOR PARTICIPANTS WHO TOOK A SECOND STEL

Level	100	200	300	400	500	600
Number	1	13	7	11	7	12
Average	13	28.3	35.9	26.2	32.2	29.3
Level	100	200	300	400	500	600

Overall, the average ending STEL scores indicate that the students did progress in their English reading and writing skills.

The improvement on the STEL is easily reported in numbers of levels improved. Levels here is defined as moving from basic [100-200] to intermediate [300-400] and so forth. In the bar graph below, we show this:

IMPROVEMENT BY LEVELS ON THE STEL



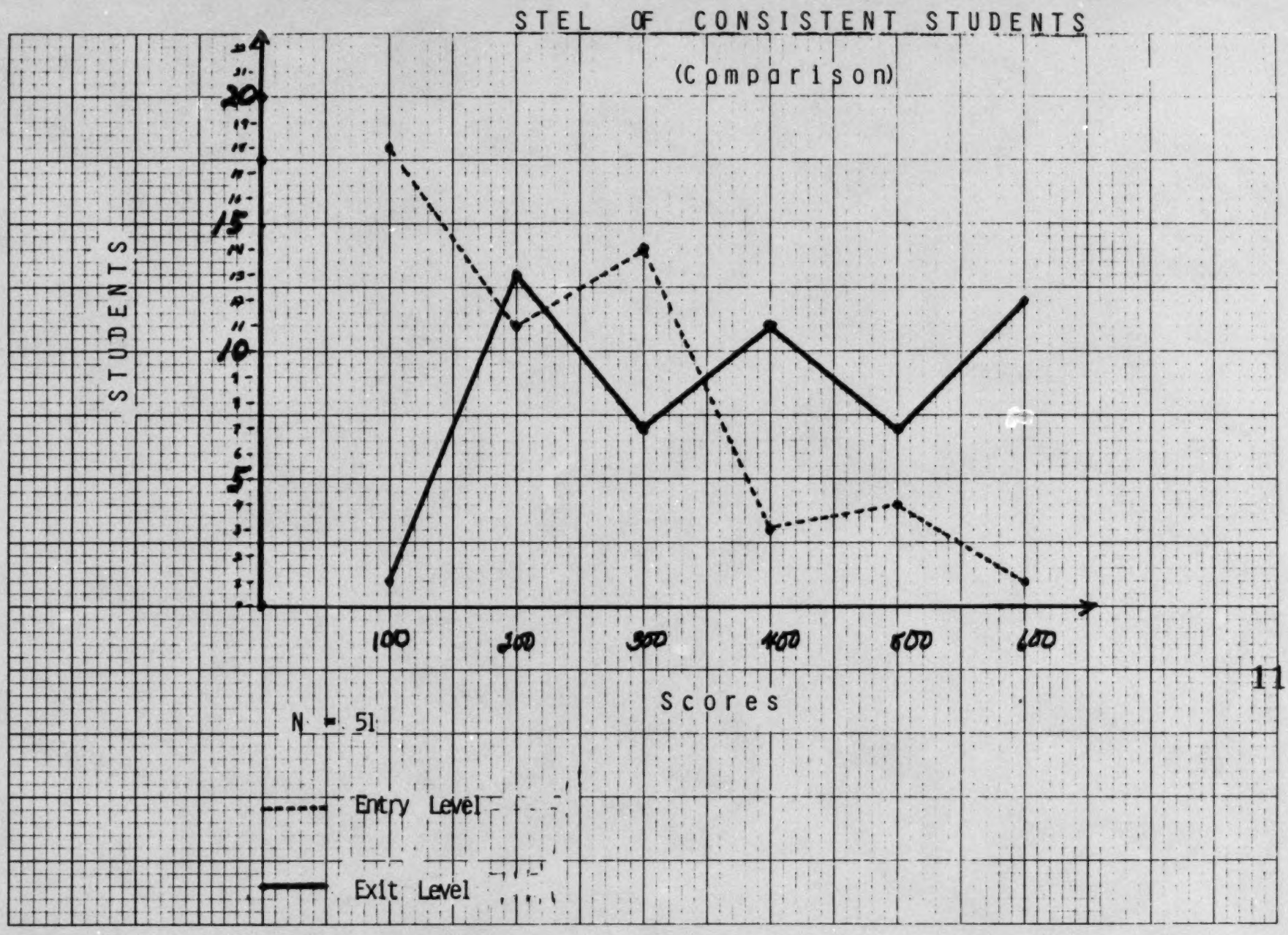
The following table indicates the percentage who improved per level.

PERCENT OF IMPROVEMENT BY LEVEL ON STEL

TABLE

(5)	10%	Stayed Same Level
(21)	41%	Improved 1 Level
(9)	18%	Improved 2 Levels
(11)	21%	Improved 3 Levels
(5)	10%	Improved 4 Levels

The following line graph affords us a comparison of the beginning STEL and the ending STEL scores. We see that many [18] started out on the [100] level and [1] still ended up at the [100] level, most progressed on to the [200] level.

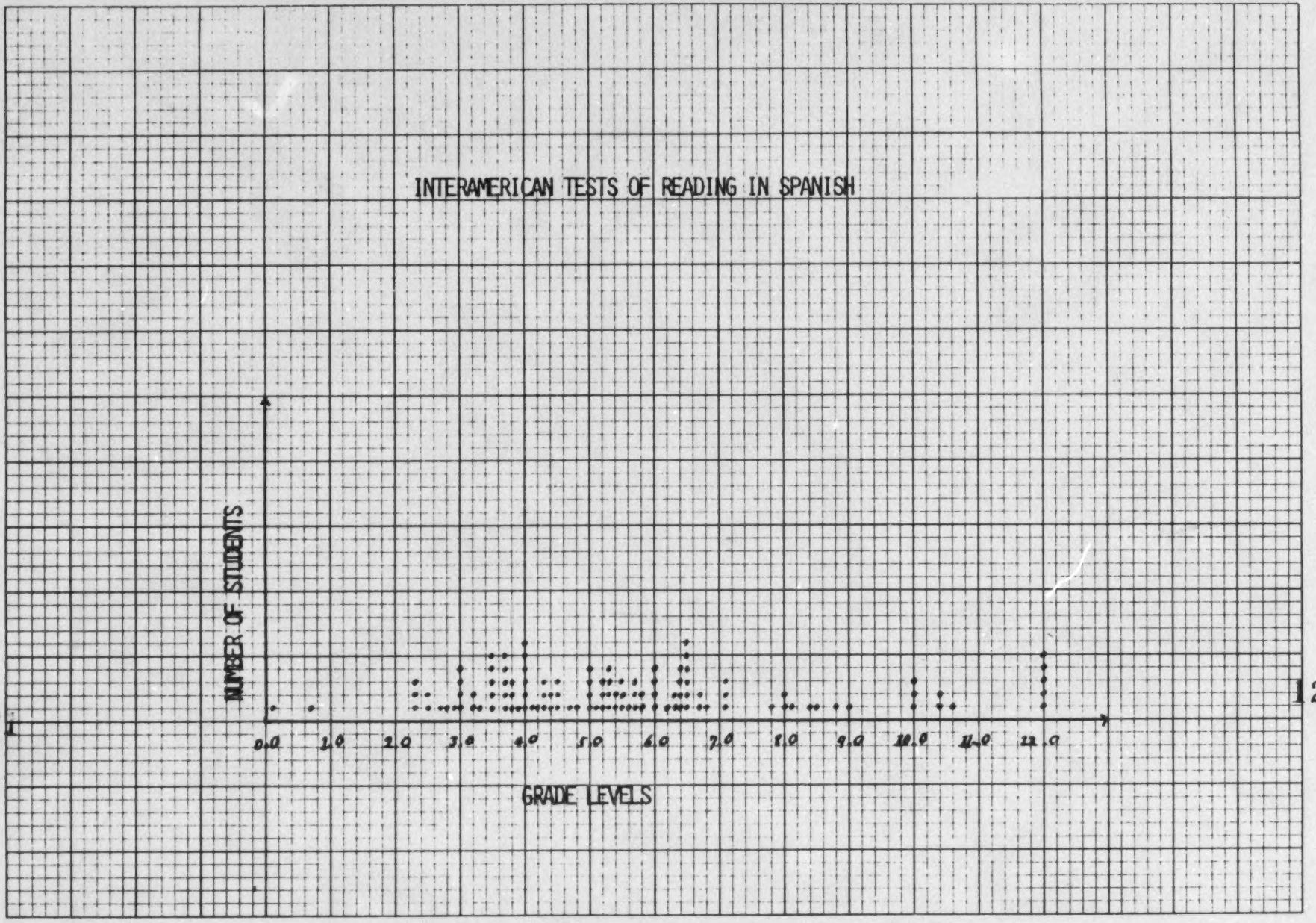

STEL OF CONSISTENT STUDENTS
(Comparison)
STUDENTS
20
15
10
5
100
200
300
400
500
600
Scores
N = 51
Entry Level
Exit Level

Interamerican Tests of Reading in Spanish

These tests were used in order to give us an idea of what the present reading level of the population was.

The reading information implies also what the past level of education in the native language was. It also aided the Occupational Specialist in counseling the student into vocational courses.

A score distribution chart is provided below in order to give the reader an idea of where the students scored. The average mean score was 5.5 grade reading level.



12 122
103
10 Squares to the Inch
NATIONAL 12-280

IMPROVED COMPETENCIES IN LIFE SKILLS

The project's entire program focused on the life coping skill needs of the students. At intake the clients indicated their coping skill needs on the Coping Skill Inventory. In addition, through continuous counseling, students let their needs be known.

As supplementary and complementary activities to the curricular program, the Project offered 26 life coping skill presentations to the clients. These reinforcement activities began in September 1982 and continued until April 1983. Prior to each presentation each client was given a pre-test and afterwards a post-test.

The topics for these presentations were the needs that the clients continued to have the most problems with. These areas are also the areas that they indicated interest in. The topics that were covered were: Car Accidents, Rights of an Arrested Person, Rights of a Tenant, Income Taxes, Child Care and Health Services. For samples of the materials, please see Appendix G . Further, the presentation materials were the up-to-date local materials that the students would deal with. For example: samples of local apartment contracts, the 1040A and 1040EZ forms, and requirements from local agencies.

Each presentation focused on consumer economics, community resources, and understanding government and law. For instance, in the Rights of the Tenants" presentation, information was given on community resources as well as equal opportunity for housing, what the responsibilities of a good tenant are as well as how to be a good consumer in this area.

LIFE SKILLS PRESENTATIONS

TOPIC	% OF IMPROVEMENT/NUMBER OF PERSONS					Total Number of Persons	Total % of Improvement
	REEVES	COLONIAL	LAKE WESTON	MID-FLA.	BOONE		
Car Accident	22.5 / 9	67.8 / 18	49.4 / 15	51.5 / 30	52. / 5	77	48.64
Rights of The Tenant	46.2 / 6	37. / 7	36. / 12	28. / 20	37. / 4	49	36.84
Rights of the Arrested	48. / 7	53.6 / 16	63. / 10	50.5 / 24	32. / 8	65	49.42
Income Tax	70. / 5	70. / 4	62. / 23	51.5 / 15	52. / 5	52	71.80
Child Care	34. / 7	N.A.	N.A.	N.A	N.A.	7	34.
Health Services	49.3 / 4	37. / 13	62. / 8	56. / 17	59 / 4	46	52.6
*Combined with Florida Hospital Class							

INTERPRETATION OF LIFE SKILLS SCORES

The above statistics demonstrate that in the areas of car accidents, tenant's rights and child care, our clients possessed some knowledge. The reason is that the Project's competency based pre-vocational curriculum addresses these areas. In the area of income taxes our clients knew very little of how to fill a 1040A or 1040EZ form. Our curriculum does not specifically teach how to fill out your tax forms. It only deals with wage and salary deductions, insurance benefits, etc.

The total number of students vary because of the wide span of time and the presentations were offered at each center only once. Therefore, if a student was absent or attended on a different night he missed the presentation. All students, center directors and teachers were given advance notice of the timing of the presentations.

CONCLUSION

The life skill presentations were designed specifically to discuss and answer questions in more detail than the regular curriculum provided. They also focused in on the specific needs.

Some of the findings from these presentations indicate that the students had misconceptions about their rights, the laws and certain practices in the United States. Many students even discovered errors in their previous years' taxes.

In conclusion, the presentations have proven to be helpful to the students by dispelling misconceptions, reinforcing the curriculum, and addressing their needs in depth.

ENHANCED EMPLOYMENT STATUS

INTRODUCTION

Employment and self sufficiency for refugees is an important issue in resettlement and educational programs today.

Of the Project's 538 students, 72% either got a job, upgraded their job or obtained vocational training. This was accomplished through the Project design, prevocational curriculum and the Occupational Specialists.

Twenty-seven per cent of the clients were documented as being on public assistance and were subsequently removed after receiving project services.

The accomplishments of refugees becoming self-sufficient and contributing members to our community was measured in: gaining employment, finding a job or upgrading, being removed from welfare and actually receiving vocational training.

ENHANCED EMPLOYMENT STATUS

GAINED EMPLOYMENT

Of the 538 Cuban immigrants who were enrolled in Project classes, 219 secured jobs while in the Project. The Project's prevocational curriculum and Occupational Specialists were a direct result of the students finding jobs. The curriculum focused on employability skills such as filling out applications, benefits, paycheck deductions, etc. These concepts were reinforced by the work presentations and career counseling given by the Occupational Specialists.

Further, the Occupational Specialist offered services such as direct job placement in which 47 of the 219 students were hired. Also, job referrals to prospective employers were given to 113 of our Project students. Some persons in this group were referred more than once. In total, there were 193 job referrals for the 113 clients.

ACTUAL OCCUPATIONAL TRAINING

The Project aided 71 clients in enrolling for vocational training. Vocational training included training within the district vocational centers, community colleges and private institutions.

FOUND A BETTER JOB

During the Project, 90 students upgraded their jobs. The total is not part of the 219 who gained employment. Upgrades are defined by:

1. getting a better paying job with the same employer.
2. getting a better paying job with a different employer.
3. being elevated to a lead or supervisory position.
4. getting a higher wage with same employer. (Regular raises not included.)

REMOVED FROM PUBLIC ASSISTANCE

The Project was able to document that 148 of the 538 were removed from public assistance. This area proved to be difficult because clients did not readily give information about their public assistance status. The Project only documented those who voluntarily gave information about their receiving public assistance. The reasons for removal were: becoming employed or cash benefits ended in June 1982.

NEEDS REMAINING AMONG THE TARGET POPULATION

INTRODUCTION

This section presents the design and findings of a survey conducted to identify remaining educational, occupational and social needs discernible among the target population as of the termination of this Project. Also, a comparison between the non-student and the student groups demonstrate the impact of the Project. The survey was conducted to gain quantifiable data indicative of remaining needs. Included herewith is a description of the survey, the methodology utilized, major findings, conclusions and remaining needs.

THE PURPOSE OF THE INTERVIEW/REMAINING NEEDS SURVEY

The purpose of this interview/survey is to determine educational, occupational and health needs among the adult Cuban immigrant population of Orange County, Florida as of May 1983.

ASSUMPTIONS

The following assumptions were made for the purposes of this study.

1. Educational, occupational and social needs remain within the target population.
2. The nature and significance of needs which remain among program participants are different from those remaining among non-participants.
3. The services provided through this Project addressed educational, occupational and social needs of it's participants.
4. A structured interview, conducted by trained interviewers, will yield the needed data on which remaining needs can be identified.
5. Needs represent a discrepancy between an existing condition and a desirable condition. The desirable conditions for the purposes of

this survey are that the adult Cuban immigrant will:

be employed;

know how to obtain employment;

have few problems in their work;

possess good health;

know how to obtain health care;

possess English language skills;

know how to obtain occupational training;

LIMITATIONS

These limitations are acknowledged as

1. Only those persons within the sample selected for this survey and who were readily accessible were interviewed.
2. The environmental conditions in which the interviews were conducted were varied.

SURVEY/INTERVIEW METHODOLOGY

FORMULATION

This interview format was formulated on the coping skill needs that all program participants had completed. The three areas that received the most responses were education, employment and health.

In the interview format we wanted to answer questions about the program's impact upon the participants and the remaining needs of this population. In addition to the three basic areas, we asked the respondents to tell us what their most important problem had been since arriving in the U. S. We also collected data on the sex, age, and living situation of each respondent.

The interview was formulated in Spanish and not in English. This was done because the interview would be conducted in the native language and had the questions been translated from English to Spanish the effect and meaning would be different. Also, the general line of questioning in English is more direct whereas in Spanish the line of questioning is more indirect.

TRAINING PRIOR TO ADMINISTRATION

Four interviewers were trained. In the training session, we reviewed each question and defined each employment area, and problem area. The trainees learned when to provide prompts for the respondents and when not to. Questions were answered in the areas that were unclear. Later, roleplays were conducted in order to smooth out the flow of questioning and ensure that the administration of the interview results would be consistent among the four interviewers. Please refer Appendix H for samples of the interview format and the training sheet.

Administration

The interviews were conducted in person or over the telephone in Spanish.

Interview Group

The students were selected at random from the program participants. Some of the non-student group, were referred by students or found through door to door canvassing.

Compilation and Reporting of Results

From each interview form, the results were tabulated. The student and non-student responses were compiled separately, and later added together for the responses of the entire group.

In order to arrive at percentages, which was our major means of reporting the results, we took the total number of responses, multiplied it by 100 and divided it by the number of repondents in each variable.

In variables in which the respondent provided more than one choice, we took the total number of responses per choice, multiplied it by 100 and divided it by the total responses per variable per group.

To find the average number of choices that each respondent in each group gave, we divided the total number of choices per variable by the number of respondents in each group.

INTRODUCTION

Of the 538 students in the program 116 answered the remaining needs interviews survey. Non-students were also represented in the survey sample, there were 49. The survey sample included 165 Cuban entrants/refugees.

For the sake of clarity we will compare the responses of the student group. This comparison provides us with two things: it compares the effect of the program on the student group versus non-student group and it provides us with the remaining needs of both groups.

RESPONDENT SEX

Non-Student Group

Of the 49, 55% were male and 45% were female.

Student Group

Of the 116, 52% were male and 48% were female.

Entire Group

Of the 165 respondents, 53% were male and 47% were female.

RESPONDENT AGE

Non-Student Group

Of the 49, 51% were between 16 and 30, 26% between 31-40, 16% between 41-50 and . 6% were 50 years or older.

Student Group

Of the 116, 28% were between 16 and 30, 37% were 31-40, 15% were 41-50 and 20% were 50 years or older.

Entire Group

Of the 165, 35% were between 16 and 30, 34% were 31-40, 15% were 41-50 and 16% were 50 years or older.

ANALYSIS OF AGE VARIABLE

A larger percentage of the non-student group is young, under 40. In contrast the student group is older and 37% are between 31-40 years old. We also may note that 20% of this group is over the age of 50.

When we look at the entire group, 69% were between 16 and 40 and only 31% are 40 or older.

RESPONDENT LIVING SITUATION

Non-Student Group

In this group, 16% were living alone, 65% were living with some member of their family, 2% were living in a mixed group, 10% were living with an unrelated person of the same sex and 6% were living with an unrelated person of the opposite sex.

Student Group

In the student group, 11% lived alone, 78% lived with some member of their family, 2% lived in a mixed group of unrelated persons, 6% lived with an unrelated person of the same sex and 3% lived with an unrelated person of the opposite sex.

Entire Group

For the entire group, 13% lived alone, 74% lived with family members, 2% lived in a mixed group of unrelated persons, 7% lived with unrelated persons of the same sex, 40% lived with unrelated persons of the opposite sex.

ANALYSIS OF LIVING SITUATION VARIABLE

More of the non-student group 18% (group, same sex, and opposite sex) lived in a non-traditional family setting. In the student group only 11% lived in a non-traditional family setting. Of the entire group, the great majority 74% lived with at least some family member.

RESPONDENT'S EMPLOYMENT STATUS

Non-Student Group

Of this group, 55% were employed at the time of the survey and 45% were unemployed.

Student Group

Eighty-one percent (81%) of the student group was employed and 19% were unemployed at the time of survey.

Entire Group

Of the entire group, 73% were employed and 27% were unemployed.

ANALYSIS OF EMPLOYMENT STATUS VARIABLE

Comparing the two groups, the non-student group had a higher unemployment rate (45%) than the student group (19%). Currently, more of the student group was employed than the non-student group.

Of the total group, we can see that 73% were employed and 27% were unemployed.

RESPONDENT'S AREA OF EMPLOYMENT

Non-Student Group

Thirty-three percent (33%) were employed in the restaurants or hotels: 18.5% were employed in custodial/janitorialareas, 14.8% were employed in construction, 3.7% in industrial/technical areas, none in auto mechanics, beauty shops or clerical positions, 3.7% were employed in agri-business or landscaping, and 3.7% were self-employed. Eleven percent (11.1%) were employed in sales positions or as store clerks and another 11.1% in other types of employment.

Student Group

Forty-two percent (42.5%) were employed in restaurants or hotels, 85% were in custodial/janitorial positions, 5.3% were employed in construction, 13.8% held industrial/technical positions, 6.3% were in auto mechanic work, none were employed

in agri-business, 7.4% were employed in stores or in sales positions, 3.1% were employed in beauty shops, 2% held clerical positions, 3.1% were self-employed and 7.4% held other types of employment.

Entire Group

Forty percent (40.4%) of the entire group were employed in either restaurants or hotels, 10.7% were in custodial/janitorial positions, 7.4% held construction jobs, 11.5% were in the industrial/technical area, 4.9% were auto mechanics, 8% were employed in agri-business, 8.2% held sales or store clerk positions, 2.4% were employed in beauty shops, 1.6% were in clerical positions, 3.3% were self-employed and 8.2% held other types of employment.

ANALYSIS OF AREA OF EMPLOYMENT

A large majority of the entire group were employed in hotels or restaurants, this was followed by industrial/technical and custodial services.

Comparing the non-student and student group, more of the student group were employed in industrial/technical positions and as auto mechanics (20.1%) than the non-student at 3.7%. More of the non-student group (14.8%) were employed in construction when compared with the student group (5.3%). Eighteen percent (18.5%) were employed in custodial/janitorial positions as compared to 10.7% of the student group.

RESPONDENT'S PROBLEMS AT WORK

Non-Student Group

Seventy-eight percent (78%) said they had problems at work, 22% said that they had no problems.

Student Group

Thirty-eight percent (38%) of the student group said that they had problems at work, 62% indicated that they had no problems.

Entire Group

Forty-seven percent indicated that they had problems at work, 53% indicated no problems.

ANALYSIS OF PROBLEMS AT WORK

By far 78% of the non-student group complained of problems at work as compared with 38% of the student group.

RESPONDENT'S SPECIFIC PROBLEMS AT WORK

Non-Student Group

The areas that they encountered the most problems in were: communication (32.%), salary (25%) and understanding the workplace (26.7%) (this includes supervision, seniority rights, benefits, and work rules). This was followed by problems in personal relations (5.3%), 3.5% complained of problems in each of the following areas: benefits, schedule, and discrimination.

Student Group

Of this group, the major problem that they cited was that of communciation (36.6%), followed by salary (21.6%) and schedule (13.3%). Only one person (1.6%) cited that he had problems with the system whereas 15 (26.7%) of the non-students had problems in this area. Of the students (10%) each complained of problems with transportation and in benefits. Six percent (6.6%) had problems in personal relations. No one cited discrimination as a problem.

Entire Group

The major problems encountered at the workplace were communication (34.4)%, salary (23.2%) and understanding the workplace (13.7%).

ANALYSIS OF SPECIFIC PROBLEMS AT WORK

The student group indicated that they had far fewer problems than the non-

students. The students also had fewer problems in understanding the workplace. Both groups concurred that communication was still a problem. The non-students also indicated that they felt discriminated against whereas none of the students indicated that as a problem. The non-student had 2.0 % problems per respondent whereas the students had .6% problems per respondent.

RESPONDENT'S KNOWLEDGE OF HOW TO FIND WORK

Non-Student Group

When asked if they knew how to find a job 43% said yes and 57% said no.

Student Group

Eighty-six percent (86%) of the student group said they knew how to find another job, 14% indicated that they didn't know.

Entire Group

Seventy-three percent (73%) said they knew how to find another job and 27% said they didn't know how to find another job.

ANALYSIS OF KNOWLEDGE OF HOW TO FIND WORK

The great majority 86% of the student group indicated that they knew how to find a job, whereas, 57% of the non-students didn't know how to find another job.

RESPONDENT'S WAYS TO FIND ANOTHER JOB
(EMPLOYED AND UNEMPLOYED PERSONS)

Non-student Group

Most (46.6%) indicated that they would go to companies in the area (36.6%) and they would talk to their friends in order to find a job. Only one (3.3%) would look in the classifieds, 1 (3.3%) would go to an agency and 1 (3.3%) would go to a counselor, six percent (6.6%) said they would do something else.

Student Group

Of the student group, 32.9% indicated that they would go to companies, 24.7% would go to a school counselor, 21.9% would talk to friends, 10.4% would consult classified section, 8.2% would go to an agency and 1.6% would use other strategies.

Entire Group

By far the most popular method was direct application at different companies (34.9%), then talking with counselors (24.7%), going to a friend (21.6%), the classified (9.4%), 7.5% would go to an agency and 2.3% would go elsewhere.

ANALYSIS OF WAYS TO FIND ANOTHER JOB

The student group had more varied responses, 182 out of 116 respondents. They also provided more than one strategy to find another job. On the average, the non-student only responded to .61% of the choices whereas, the students chose 1.5% choices per respondent.

The non-student group (49) was only able to give 30 responses. Many non-students were not able to communicate the strategies that they had employed or chose not to. Also more students would choose an agency or a counselor. The non-student would not often choose these strategies.

RESPONDENT'S NEED TO LEARN A TRADE

Non-Student Group

Seventy-eight percent (78%) indicated that they needed to learn a trade or career, 22% said they didn't need to learn one.

Student Group

Sixty-one percent (61%) indicated that they needed to learn a trade, 39% said that they didn't need to learn one.

Entire Group

Sixty-six percent (66%) indicated a need to learn a trade whereas, 34% said that they didn't need to learn one.

ANALYSIS OF RESPONDENT'S NEED TO LEARN TRADE

A greater percentage of the non-student group appears to perceive a need for additional vocational training compared to the student group. The possible reasons for this discrepancy are: the student group is much older and doesn't feel the need to change careers, and they have a greater degree of job satisfaction than the non-student group.

RESPONDENT'S CHOICE OF WHERE THEY WOULD GO TO STUDY A TRADE

Non-Student Group

Many (47.2%) indicated that they would go to a technical school to learn a trade, followed by 25.4% would go to an adult or community school, 10.9% indicated they would go to a college, 3.6% said they would learn from other people, 1.8% marked learning through correspondence courses, 10.9% said that they didn't know where to go.

Student Group

Many of the student group 48.9% said they would pursue schooling at a technical school, 22.6% indicated they would go to an adult or community school, 16.7% said they would go to a college, 7.2% said that they would learn from other people, 2.9% said they would take correspondence courses and 1.4% said they didn't know where they would go.

Entire Group

By far (47.9%) indicated they would go to a technical school, 23.4% to an adult/community school, 15.1% to a college, 6.2% would learn from others, 26% would

choose correspondence, and 4.1% didn't know where to go.

ANALYSIS OF RESPONDENT'S CHOICES OF WHERE THEY WOULD GO TO STUDY A TRADE

The first choice was to go to a technical school, then an adult/community school and then to college. These choices seem to indicate how the refugees perceive themselves in relation to each educational institution. More non-students were unaware of the educational opportunities that they could use. The average number of choices per non-student respondent was 1.12%, whereas, the student's average number of choices was 1.18%.

RESPONDENT'S NEEDS TO LEARN BEFORE LEARNING A CAREER

Non-Student Group

A great majority (70.9%) said they needed to learn more English; 25.4% indicated they needed to get a high school diploma and 3.6% said they needed to do "other" things before they studied a trade.

Student Group

Studying more English 78.4% received more responses than getting a diploma (18.9%) and studying other things (2.5%) before starting to study a trade.

Entire Group

The category that received the most responses was the need to study more English (76%) followed by getting a high school diploma (21%), and (2.9%) studying "other" things.

ANALYSIS OF RESPONDENT'S NEEDS TO LEARN BEFORE STUDYING A TRADE

Both groups concur on what they need to learn before studying a trade. The student group places less importance on a high school diploma, because they are older and are more aware of educational opportunities.

RESPONDENT'S HEALTH

Non-Student Group

Ninety-four percent (94%) indicated that they were in good health, 6% said they weren't healthy.

Student Group

Eighty-four percent (84%) said they were in good health, 16% said they weren't.

Entire Group

Eighty-seven percent (87%) were in good health, 13% were not in good health.

ANALYSIS OF RESPONDENT'S HEALTH

The non-student group indicated they were in good health (94%) whereas the student group said they weren't in good health (87%). The possible reason for the student group not being as healthy is the age difference. The student group is older.

RESPONDENT'S KNOWLEDGE OF HEALTH SERVICES

Non-Student Group

Most indicated that they would go to a hospital (51.4%), 36.7% said they would go to a doctor, 7.3% to a clinic, 2.9% the health department, and 1.4% didn't know where to go.

Student Group

Thirty-eight percent (38%) indicated they would go to a doctor, followed by 37.1% who would go to a hospital, 16.2% would go to a clinic, 6.8% would go to the health department, 1.2% would seek other means and .4% didn't know where to go.

Entire Group

Forty percent (40.3%) indicated that they would get medical services at a hospital, 37.7% would go to a doctor, 14.2% would go to a clinic, 5.9% to the health department, 9% would go other places and .6% didn't know where to go.

ANALYSIS OF RESPONDENT'S KNOWLEDGE OF HEALTH SERVICES

The three most popular medical services for the entire group were hospital, followed by doctor and going to the clinic. When we examine the number of services chosen the non-student group gave 1.38 choices per respondent whereas the student group gave 2.01 choices per respondent. This clearly indicates that the student group knew more about health services as part of our curriculum dealt with health services.

RESPONDENT'S MOST IMPORTANT PROBLEMS SINCE ARRIVING IN THE U. S.

Non-Student Group

Twenty-seven percent (27.4%) said not knowing English was the biggest problem, followed by 14.5% who had problems with lack of job opportunities, 11.2% had transportation problems, 8% had problems in each of these areas: legal problems, low salary, housing and in health. Four (4.8%) had problems in family and also another 4.8% perceived lack of opportunities for studying. Three percent (3.2%) complained of being discriminated against and 1.6% said the cost of living was too high.

Student Group

Fifty-two percent (52.6%) said that their biggest problem was not knowing English, 13.1% had transportation problems, 10.5% had health problems. Four percent (4.3%) indicated that they had problems with housing and 5.2% had family problems. Two percent (2.6%) had problems in low salary and also with legal problems. One percent (1.7%) stated they had problems in each of the following areas: lack of job opportunities, discrimination, lack of opportunities for studies, cost of living and child care.

Entire Group

For all respondents, 46.7% stated that they didn't know enough English, 11.8% had transportation problems, 9.1% had health problems, 5.9% experienced lack of job opportunities, 5.3% had housing problems, 4.8% had family problems, 4.3% had legal

problems and also low salaries, 2.6% experienced lack of opportunities for studying, 2.1% had discrimination problems 1.6% said the cost of living was too high and 1.0% had other problems such as child care.

ANALYSIS OF RESPONDENT'S MOST IMPORTANT PROBLEMS SINCE ARRIVING IN THE U.S.

A larger percentage of the student group (52.6%) say that English is a problem as compared with 27.4% of the non-student group. The student group says that health is the second most important problem, whereas the non-students indicate that lack of job opportunities is a greater problem. It seems as if the reasons for the above discrepancies are that the non-students aren't aware (due to lack of English) of needing to know more English and because they haven't been in the program they haven't learned any job search skills. The student group has more health problems due to being an older group. Also the non-student group had cited higher percentage of problems in legal matters, housing, low salaries and lack of opportunities to study. In comparison, the student group didn't cite these areas with the frequency that the non-students had. A possible reason is that our curriculum dealt directly with housing, salaries, legal matters and opportunities for further study. More of the non-students group felt discriminated against. Both groups had about the same percentage of family problems and problems with the cost of living.

MAJOR FINDINGS

SEX

Of both groups surveyed, there is an even distribution of males and females; please refer to the table below:

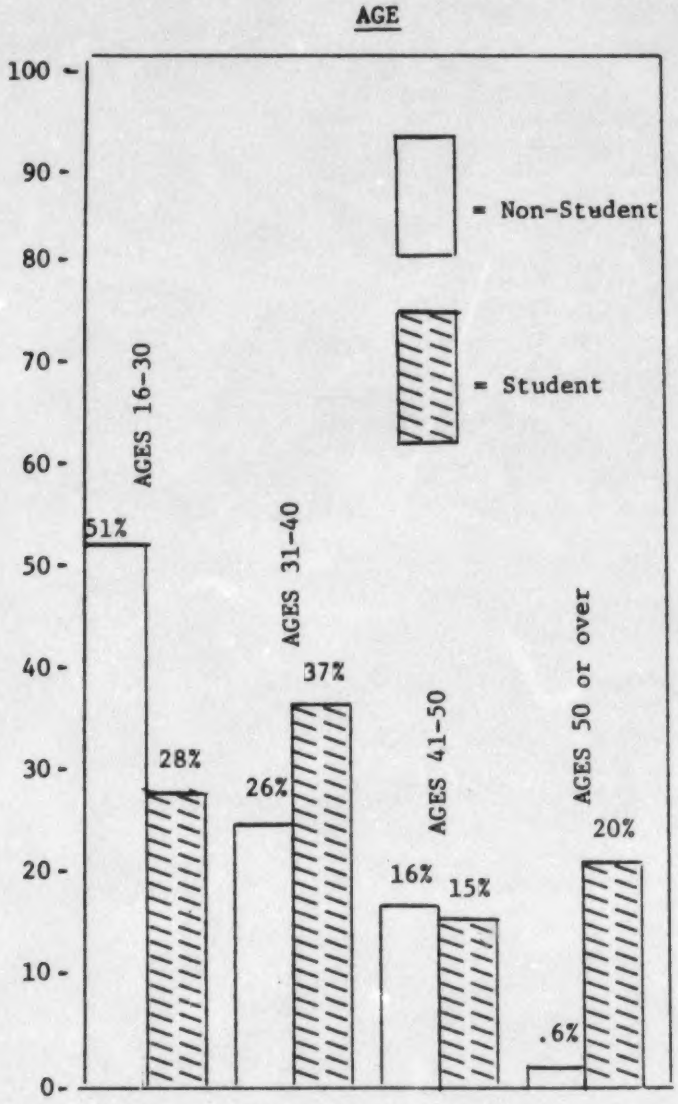
TABLE
SEX

	Non-Student	Student	Entire Group
Male	55%	52%	53%
Female	45%	48%	47%

AGE

The student group is a much older group of persons.

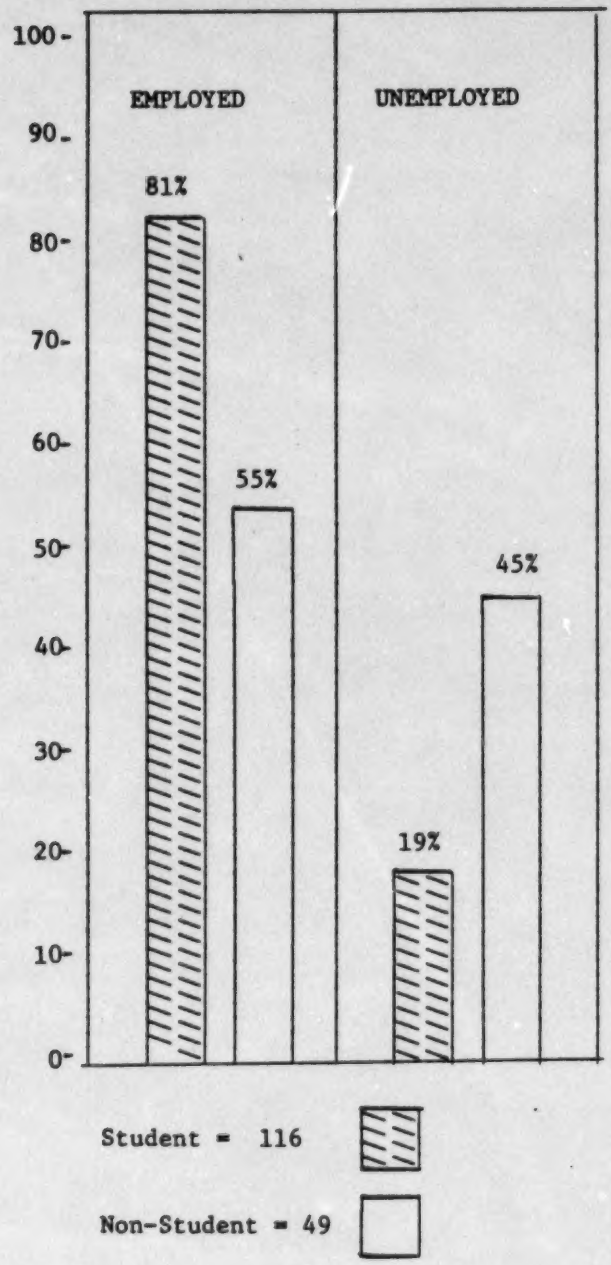
Of the entire group surveyed (students and non-students), 69% are between 16-40 and 31% are over the age of 40. Please see the graph below:



EMPLOYMENT

Forty-five percent of the non-students were unemployed whereas only 19% were from the student group. The student group had a higher employment rate than non-students 81% compared to 55%. The following graph shows these comparisons:

EMPLOYMENT STATUS



SPECIFIC AREAS OF EMPLOYMENT

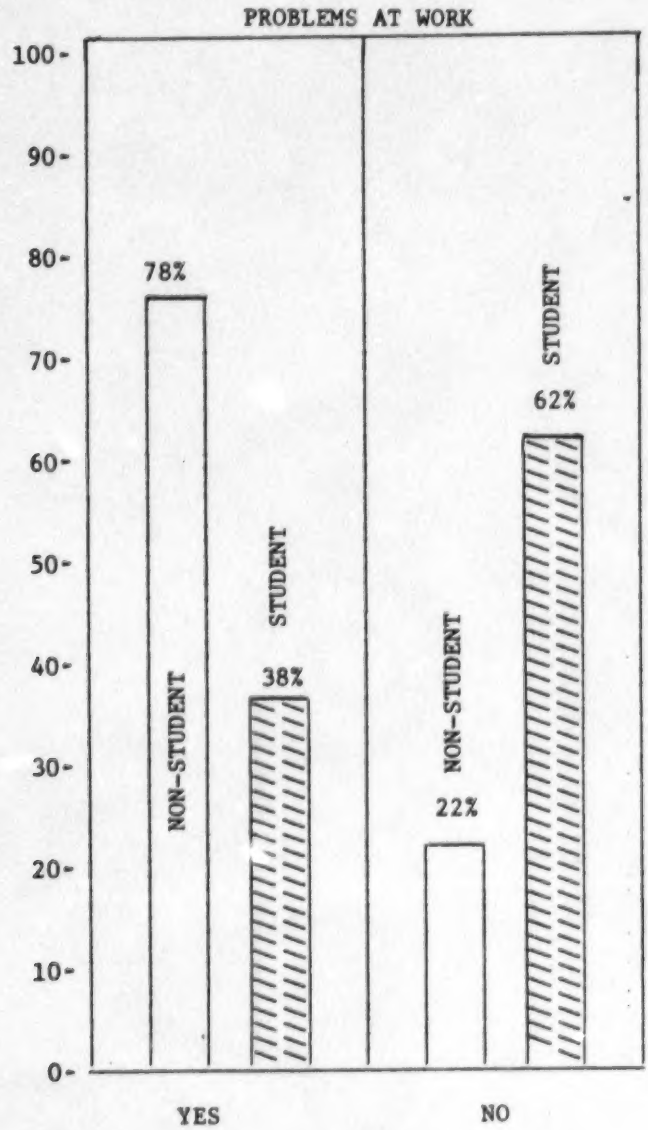
Of the entire group, most people 40.4% are employed in the hotel/restaurant area.

A greater percentage of the student group were employed in recognized trades,

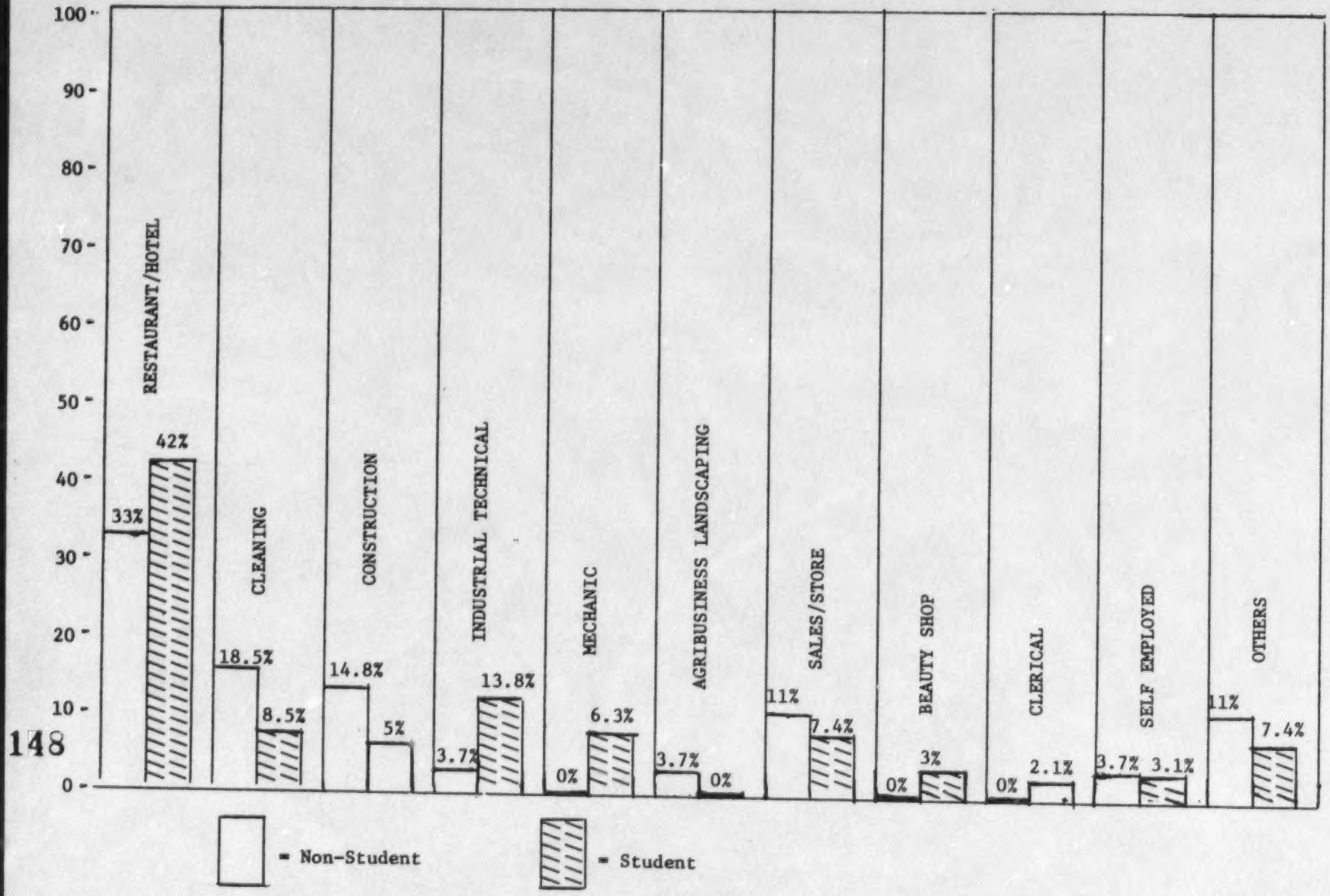
(industrial technical, clerical, beauty shop) when compared with the non-student group (14.9% compared with 3.7%). For a graphic representation of the areas of employment, please refer to the graph on the following page.

PROBLEMS AT WORK

Non-students who were working cited having more problems at work 78% as compared with 38% of the student group. Please refer to the graph below. For the entire group 47% had problems at work.



AREAS OF EMPLOYMENT



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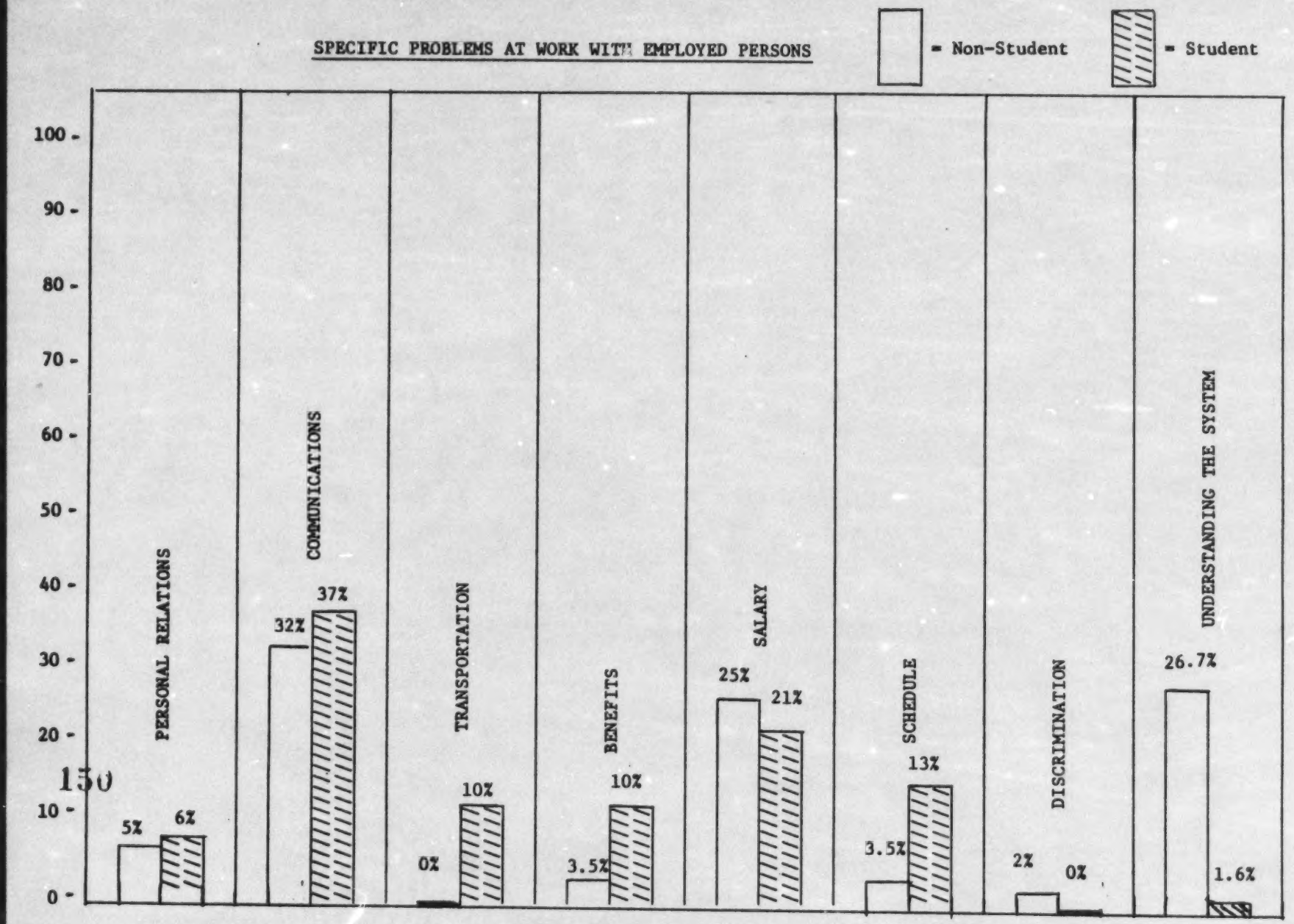

SPECIFIC PROBLEMS AT WORK WITH EMPLOYED PERSONS
= Non-Student
= Student
100 -
90 -
80 -
70 -
60 -
50 -
40 -
30 -
20 -
10 -
0 -
PERSONAL RELATIONS
5%
6%
COMMUNICATIONS
32%
37%
TRANSPORTATION
0%
10%
BENEFITS
3.5%
10%
SALARY
25%
21%
SCHEDULE
3.5%
13%
DISCRIMINATION
2%
0%
UNDERSTANDING THE SYSTEM
26.7%
1.6%

SPECIFIC PROBLEMS AT WORK

Both groups, the student and the non-student, concurred that the major problems they experienced in the workplace was communication. The non-student group had more problems understanding the work system. Please refer to the graph on the next page.

KNOWLEDGE OF HOW TO FIND ANOTHER JOB

More of the student group knew how to find another job (86%) whereas only 43% of the non-student knew how to find another job. Please refer to the table below:

TABLE
KNOWLEDGE OF HOW TO FIND A JOB

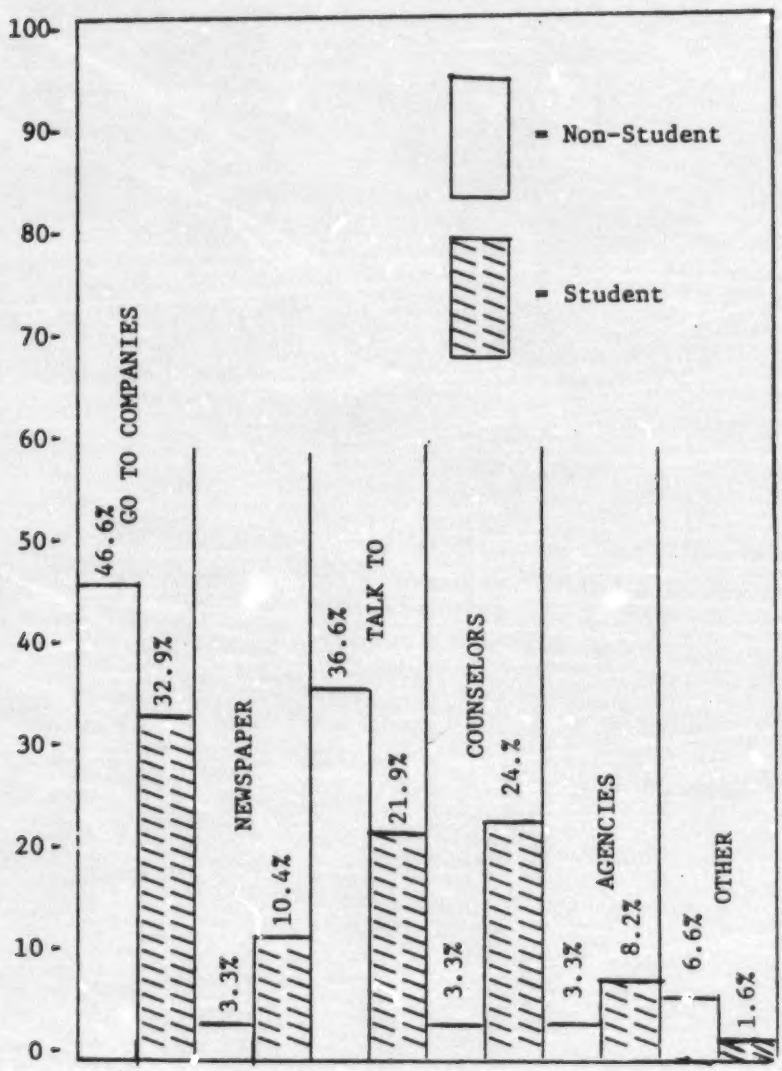
Non-Student	43%
Student	86%
Entire group	73%

WAYS TO FIND A JOB

Students were able to cite more ways to find another job (1.5%) whereas the non-students were only able to cite.61% ways per respondent.

For the entire group, the most popular way of finding a job was through direct application. Please refer to the following graph and table.

WAYS OF FINDING JOBS



TABLE

AVERAGE NUMBER OF WAYS TO FIND A JOB PER RESPONDENT

Non-Student	0.61%
Student	1.5%

EDUCATION

NEEDS TO LEARN A TRADE

The non-student group felt more of a need to learn a trade (78%) whereas only 61% of the student group cited that need.

The entire group 66% cited a need to learn a trade and 34% said they didn't need to learn one. Please refer to the following table.

TABLE

NEEDS TO LEARN A TRADE

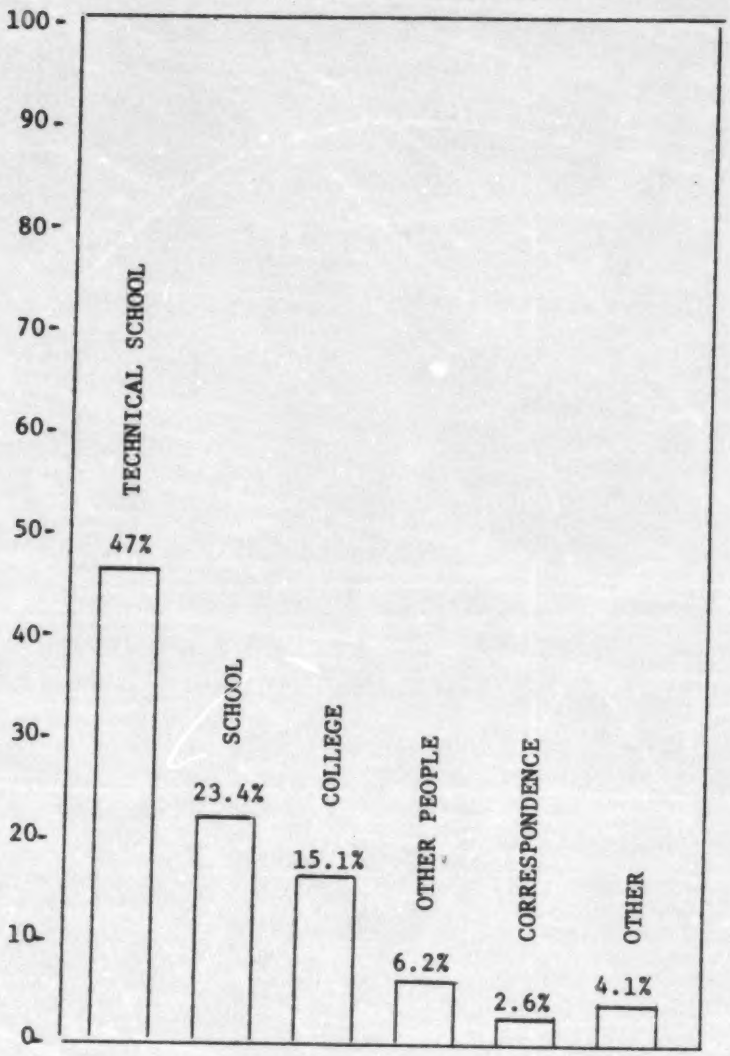
Non-Student	78%
Student	61%
Entire group	66%

CHOICE OF EDUCATIONAL RESOURCES FOR THE ENTIRE GROUP

The entire group preceived vocational schools as the first resource that they would use to learn a trade.

Please refer to the graph on the next page.

CHOICE OF EDUCATIONAL RESOURCES FOR THE ENTIRE GROUP



NEED TO LEARN BEFORE STUDYING A TRADE

By a wide margin, the entire group cited that they needed to learn more English before studying a trade. Please refer to the following table.

TABLE

NEED TO LEARN BEFORE STUDYING A TRADE

	Non-Student	Student	Entire group
More English	70.9%	78.5%	76%
Diploma (GED)	25.5%	18.9%	21%
Other	3/6%	2.6%	3%

HEALTH

The student group had cited more health problems as compared with the non-student group. Of the entire group 87% were healthy and 13% were not in good health. Please refer to the following table:

TABLE
IN GOOD HEALTH

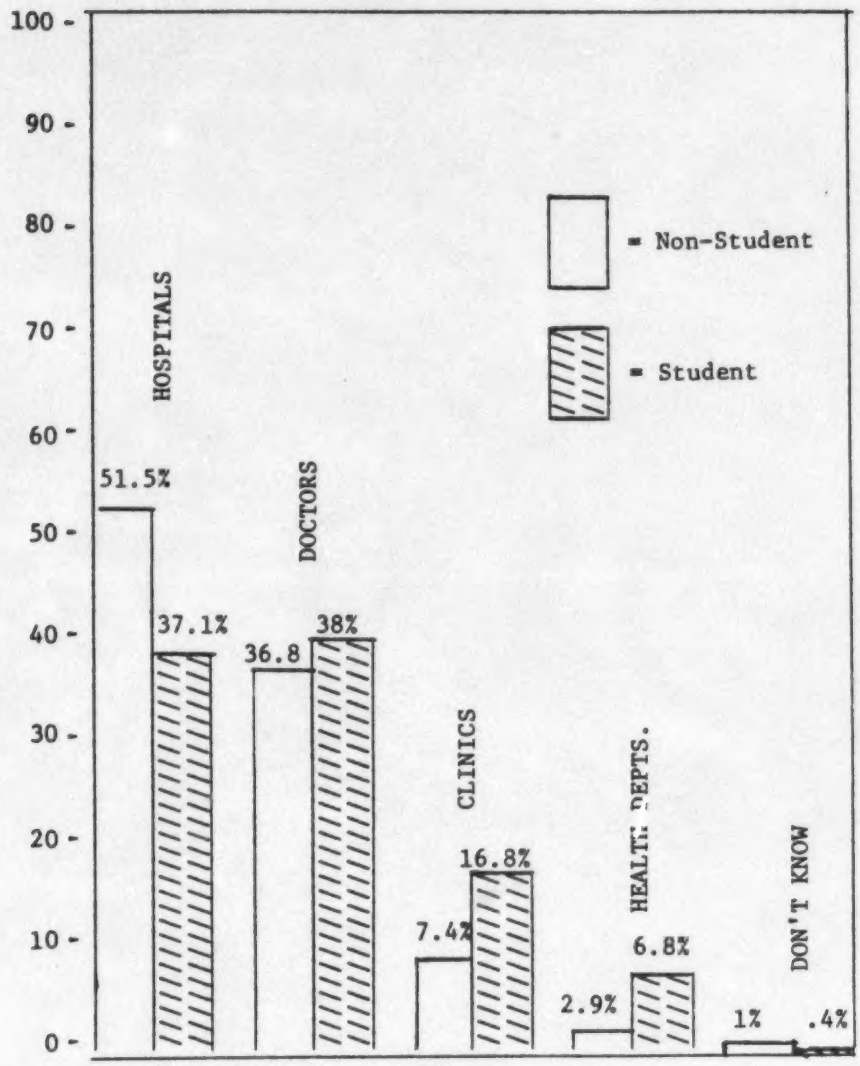
Non-Student	94%
Student	84%
Entire group	87%

KNOWLEDGE OF MEDICAL SERVICES

For the entire group, the most popular means of receiving medical services was going to the hospital 40.3% followed by 37.7% who chose a doctor's office, and 14.2% who chose a clinic. The non-student group was able to give 1.3% medical services per respondent whereas the student gave 2.0% medical services per respondent. Also the student knew more resources, whereas the non-student relies principally on hospitals.

Please refer to the graph on the next page

CHOICE OF MEDICAL SERVICES



MOST IMPORTANT PROBLEM SINCE ARRIVING IN THE U. S.

For the entire group, the most important problems were: not knowing enough English, (46.7%), transportation (11.8%), and health problems (9.1%). For further reference, please see the accompanying tables and graph.

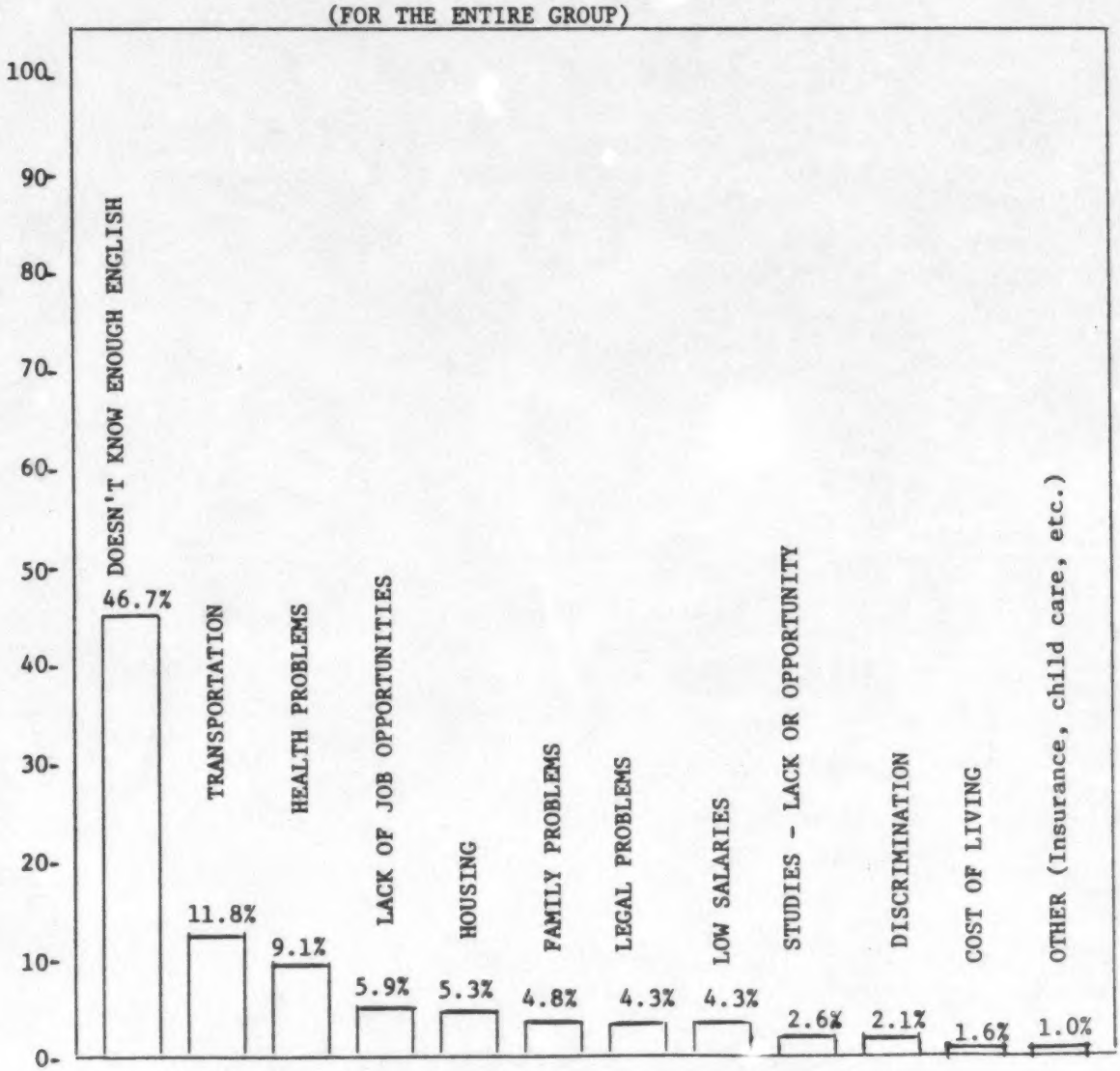
TABLE

MOST IMPORTANT PROBLEMS SINCE ARRIVING IN THE U.S.

	Non-Student	Student	Entire Group
Doesn't know enough English	27.4%	52.6%	46.7%
Lack of job opportunities	14.5%	1.7%	5.9%
Transportation	11.2%	13.1%	11.8%
Health Problems	8.0%	10.5%	9.1%
Low Salaries	8.0%	2.6%	4.3%
Housing	8.0%	4.3%	5.3%
Legal problems	8.0%	2.6%	4.3%
Lack of studies opportunities	4.8%	1.1%	2.6%
Family problems	4.8%	5.2%	4.8%
Discrimination	3.2%	1.7%	2.1%
Cost of living	1.7%	1.6%	1.6%
Other	2.0%	.0%	1.0%

THE MOST IMPORTANT PROBLEMS SINCE ARRIVING IN THE UNITED STATES

(FOR THE ENTIRE GROUP)



CONCLUSIONS/REMAINING NEEDS

1. There is a direct correlation between being employed and knowing how to find a job. Those who are employed know how to find a job, those who aren't, can't name ways to find a job.

2. A great percentage want to study a trade. If they could, they would choose a vocational school, but the majority believe they need to learn more English.

3. The group in general is healthy, but the older ones are in need of more medical attention.

4. When asked to name the most important problems that they experience in the United States, a large percentage said that not knowing English was a problem followed by transportation and health.

5. The program participants had more knowledge and experienced fewer problems in finding employment, problems in dealing with the American work system, in knowing where to go for educational and medical services. In short, the program participant is well-adjusted as compared with the non-student counterpart.

RECOMMENDATIONS

The above survey, its analysis, and findings clearly demonstrate the remaining needs in the following areas:

1. Pre-vocational English (with employability skills)
2. Vocational Training